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ABSTRACT

There are 101 selected entries in this annotated bibliography of Egyptian materials on education published in 1975. Materials include journal articles, books, and government documents. The bibliography covers the following topics: laws and legislation, meetings and symposia, primary schools, preparatory schools, secondary schools, experimental schools, comprehensive schools, libraries, social education, sex education, special education, religious education, higher education, perpetual education, adolescence, womens education, educational philosophy, educational aids, educational statistics, examinations, library statistics, curricula, evaluation, teaching methods, teachers, and illiteracy. Bibliographic information is provided for each entry that includes author, title, source, and date. The bibliography concludes with an index to the authors. (ND)

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SELECTED BIBLIOGRAPHY OF EGYPTIAN EDUCATIONAL MATERIALS

VOl. 1, No. 1, 1975

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The bulk of the material listed in the present issue was available in the period of time January to March 1975.

I. LAWS AND LEGISLATIONS

SCHOLASTIC ADMINISTRATION AND DISCIPLINE

1. A.R.E., Legislations, Laws, Regulations... etc.
Ministerial Resolution No. 22 of February 12, 1975 in Connection With The Allocation of Weekly Periods Among the Members of Teaching Staff.
Cairo, Cabinet of the Minister, Ministry of Education, 1975, 1P. (stencil)

This Ministerial Resolution is issued in three Articles. Article 1 determines the number of periods allocated per week as from January 1, 1975 to teachers, senior non-supervisory teachers, senior supervising teachers and full-time deputy Headmasters at primary, preparatory and secondary schools.

Article 2 deals with the renumeration payable for any periods in excess of the allocated number.

The third and last article specifies the date of enforcement and application of the Resolution.

EDUCATIONAL LEGISLATIONS

2. A.R.E., Legislations, Laws, Regulation ... etc.
Resolution No. 250 of 1975 by the President of Republic Promulgating the Implementing Regulation of Law No. 103 of 1961 in Connection with the Re-Organization of Al-Azhar and the Bodies Affiliated thereto. "The Official Gazette", vol. 18, No. 13 (March 27, 1975), 55P.

This Resolution comprises five Chapters. The First Chapter sets forth general rules determining the functions of the Shaikh of Al-Azhar and the Deputy Shaikh and describing the financial setup of Al-Azhar .

Chapter 2 deals with the Supreme Council of Al-Azhar, while the third Chapter is concerned with the Islamic Research Academy and the Department of Culture and Islamic Missions.

The Academy's functions, committees, membership, bodies and Secretariat-General are dealt with in part of this chapter. The remainder of the chapter deals with the Department of Culture and Islamic Missions.

Chapter 4, devoted to the Institutes of Al-Azhar, is divided Into eight sections; the First dealing with the types and organization of such Institutes, the second stipulates the several rules governing final and public examinations in the Institutes of Al-Azhar, while the third indicates the social affairs of students enrolled in these Institutes. The Fourth section is concerned with the disciplinary regulations applicable to students in the Institutes of Al-Azhar, while the Fifth section deals with the general Administration of Al-Azhar Institutes. Section 6 deals with the private Institutes of Al-Azhar, while the seventh section deals with the jont committee between Al-Azhar and the Ministry of Education and the eighth section lays down general rules.

The Fifth and last Chapter of this Resolution, dealing with the University of Al-Azhar, is divided into six sections. The First deals with the constitution of the University, the Functions of its Councils and the various procedures. Section 2 is concerned with the affairs of the teaching staff and employees at University, while the third section deals with academic studies, examination. students' affairs and higher studies. The fourth section deals with scientific studies and diplomas. Section five is devoted to the University's financial set-up and the sixth and last section deals with the procedures in certain University units.

Two supplements are appended to this Resolution, one dealing with the payroll and remunerations and the other giving a list of the Institutes now constituting part of Al-Azhar.

NUTRITION IN SCHOOLS

3. A.R.E., Legislations, Laws, Regulations ... etc. Circular No. 2 Dated January 6, 1975 in Connection with the General Frame-Work of the Nutrition Plan for School Pupils During the Current Scholastic Year (1975). Cairo, Administration of Nutrition Affairs, Ministry of Education, 1975. 16p. (Stencil)

The circular classified recepients of meals in schools into categories. One category of pupils receive their meals at the expense of the State and the other receives them from the International Programme for Food Contribution. The types of schools and pupils in each category are indicated in the circular.

The circular also dealt with the time at which meals are served to pupils in boarding sections and to non-boarders, indicating the nutritious value of the meal served to non-boarders and the three meals served to boarders.

Following an enumeration of the duties and responsibilities of the Educational Directorates and Administrations, the circular concluded by mentioning the measures which could be taken to ensure strict control and guarantee that the meals serve their purposes in full.

Three supplements are appended to the Circular; one dealing with food rations issued to non-boarders in secondary military schools qnd the second dealing with rations issued to non-boarders whether boys or girls, in teachers training institutes, secondary agricultural schools and secondary industrial schools for men and women. The third supplement deals with food rations issued to boys and girls joining camps organized by the Administration of Athletic and Social Education.

PERSONNEL - LOANING

4. A.R.E., Legislations, Laws, Regulations ... etc. Ministerial Resolution No. 15 Dated January 26, 1975 in Connection with the Conditions for Loaning Personnel to Foreign Countries in Respect of the Scholastic Year 1975/76. Cairo, Cabinet of the Minister, Ministry of Education, 1975, 12p. (stencil).

This Resolution is issued in 16 Articles which define the meaning of "loaning personnel to foreign countries", fix the term of loaning, specify the jobs held by employees who are to be loaned, indicate the requirements for the nomination of employees to be loaned to Arab, African and Asian countries and the rules to be observed in preparing lists of nominees.

The Resolution also describes the manner in which selection for supervisory jobs is made. It prescribes the procedures for loaning, from the moment an application is filed and until the nomination procedures have been completed. It provides for penalties applicable in the event an employee is loaned on the basis of erroneous information. It lists the cases in which a Resolution is adopted for cancelling the loaning of an employee.

The Resolution, finally, determines the case in which contracts (for foreign employment) may be concluded. The sixteenth and last article specifies the bodies entrusted with the implementation of this Resolution.

AWARDS - TEACHERS' TRAINING INSTITUTES FOR MEN AND WOMEN

5. A.R.E., Legislations, laws, Regulations ... etc., Ministerial Resolution No. 19 Dated February 8, 1975 in connection with the Awards and Prizes Designed to Encourage Students and Teachers in Institutes of Teachers' Training for Men andWomen, Cairo, Cabinet of the Minister, Ministry of Education, 1975, 3P. (stencil).

This Resolution is issued in four articles. Article 1 indicates the bases on which incentives are paid to encourage students in teachers' training institutes for men and women. Article2 lays down the conditions for extending encouragement awards to senior and other teachers in these institutes. According to article 3, reference should be made to the Directorate General for Teachers' Training Institutes for men and women for any technical or organizational query, and to the Budget Administration for any financial question. The last and fourth article relates to the implementation of this Resolution.

By virtue of Resolution No. 20 of 1975 consisting of one single article, the above Resolution was amended to allow for its application to students, teachers and senior teachers in technical schools which follow the 5-Year system.

EDUCATIONAL ORGANIZATIONS AND BODIES

6. A.R.E., Legislations, Laws, Regulations ... etc., Resolution No. 179 of 1975 by the President of the Republic in Connection with the Creation of the Central Agency for University and scholastic Textbooks and Educational Aids. Cairo, Ministry of Education, 1975, 4p. (stencil).

Consisting of fourteen articles, this Resolution is concerned with the creation of the Agency, the determination of its head office, the possibilities for establishing branches thereof in the various Governorates, the Agency's aims and the steps deemed conducive to the achievement of its objects as well as the printing presses which serve in the realization of these objects.

The Resolution prescribed the sources on which the Agency may depend for the realization of its aims.

It also dealt with the manner in which the Agency may be administered, the formation of its Board and the functions, meetings and procedures of the Board in adopting its resolutions.

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It prescribed the manner in which the agency's Chairman and Director are named as well as the functions of each.

The Resolution is, finally, concerned with the Agency's budget, underlining the need for the Agency to have an independent budget.

The fourteenth and last article provides for the publication of this Resolution in the Official Gazette.

PRIVATE EDUCATION-REGULATIONS

7. A.R.E., Legislations, Laws, Regulations ... etc., Ministerial Resolution No. 48 in connection with the Model Regulation Governing Private Schools Charging Tuition Fees and Owned by Juridical Persons. Cairo, Cabinet of the Minister, Ministry of Education, 1975, 10P. (stencil).

This Regulation is issued in eight Chapters comprising 25 articles.

Chapter 1 is concerned with the definition of a school. Consisting of seven articles, Chapter 2 deals with the organisation and function of school supervisory boards.

Chapter 3, which consists of four articles, deals with the components of income and the items of expenditure.

The fourth Chapter, which falls in two articles with admittance of pupils and their conditions, while chapter 5, which is also in two articles, deals with density of classes and scholastic programmes and curricula.

Chapter 6 consists of one article and deals with examination, while the seventh chapter, also consisting of one article, deals with school calendar and holidays.

The eighth chapter begins with Article 19 and ends with article 25 and deals with appointment of personnel, promotions increments, remunerations and allowances and prescribes measures for the interrogation and discipline of school personnel.

PRIZES

8. A.R.E. Legislations, Laws, Regulations ... etc., Ministerial Resolution No. 62 in Connection with the Rules for Granting Distinction and Proficiency Prizes, Cairo, Cabinet of the Minister, Ministry of Education, 1975 7P. (stencil).

This Resolution comprises 19 Articles which define the categories of pupils, boys and Girls alike, who are granted distinction prizes of a gradual nature depending on their rank among successful pupils.

It lays down the conditions for granting prizes to pupils who top each Governorate in each public certificate examination. It specifies the categories of pupils who are admitted free of charge in boarding sections of the special A-level schools.

The Resolution also sets forth the conditions for granting prizes to pupils obtaining the highest grade in each written and practical subject in each public certificate examination. It further specifies the conditions for presenting distinction prizes to teachers whose pupils succeed in obtaining distinction prizes.

Likewise, the Resolution sets forth the conditions for granting awards of encouragement prizes to the headmaster or principal of leading schools in each public certificate examination. It also prescribes the conditions for the presentation of distinction trophies to schools and governorates on a nation-wide level when their pupils succeed in obtaining the highest percentage of grades with a cumulative average of 70% or more.

The Resolution fixes the amounts of prizes and provides for its publication and implementation.

COMMITTEES-COMPOSITION

9. A.R.E., Legislations, Laws,Regulations ... etc., Ministerial Resolution No. 29 of February 29, 1975 in connection with theFormation of a Technical Committee for Scientific Apparatuses and the Terms of Reference of this Committee. Cairo, Cabinet of the Minister, Ministry of Education, 1975, 2p. (Stencil)

This Resolution runs into five Articles. Article 1 deals with the formation of the committee. Article 2 determines the technical, administrative and financial terms of reference of the committee. According to article 3, the committee is authorized to invite to its meetings anyone who may assist in clarifying some technical aspects. Article 4 deals with the remuneration payable to the committee members and to anyone ivited to assist in its meetings. The fifth and last article relates to the implementation of the Resolution.

EXAMINATIONS-TECHNICAL SCHOOLS

10. A.R.E. Legislations, Laws,Regulations ... etc., Ministerial Resolution No. 36 of March 11, 1975 in Connection with the Amendment of Certain Provisions Contained in the Ministerial Resolution No. 145 of 1971 Concerning Systems and Controls of Final and Diploma Examinations at Galal Fahmi Technical Experimental School for Mechanics and Electricity. Shubra, Cairo, Cabinet of the Minister, Ministry of Education, 1975, 2P. + Supplements (stencil).

This Resolution consists of three Articles. Article 1 provides for the change of date of the final examination in mathematics. It lays down the systems, controls and conditions for passing in diploma examinations as well as the students requirements for entering second session examinations and the systems laid for such examination.

Article 2 provides for the repeal of Article 8 of Ministerial Resolution No. 145 of 1971 .

The third and last article relates to the implementation of the Resolution.

Four supplements are appended to this Resolution containing data on the distribution of maximum and minimum grades, the time allowed for answering examination questions in branches of machine operating, automobile engineering, electric power and electric systems and in the branch of telecommunications.

STUDENTS-REWARDS

11. A.R.E., Legislations, Laws, Regulations ... etc., Resolution No. 107 of 1975 by the President of the Republic in Connection with the Amendment of Certain Provisions of the President's Resolution No. 1434 of 1972 Concerning the Grant of Academic Rewards to Outstanding Students in Technicians' Training Institutes of the Ministry of Higher Education. Cairo, Ministry of Education, 1975, 2p. (stencil).

Issued in three Articles, this Resolution defined in Article I the categories of students who are subject to the provisions of the President's Resolution No. 1434 of 1972 concerning the grant of scholastic rewards. Article 2 provided that this Resolution comes into effect as from the academic year 1974/75. The third article provided for the publication of the Resolution in the Official Gazette.

SCHOOL ADMINISTRATION AND ORGANIZATION

12. A.R.E., Legislations, Laws, Regulations ... etc. "Ministerial Resolution No. 28 dated February 19, 1975 in Connection with the Constitution and Functions of the Board of Cairo Technical Industrial School, Qubbah.," Cairo, Cabinet of the Minister, Ministry of Education, 1975. 2P. (stencil).

Issued in four Articles, this Resolution sets forth in article 1 the formation of the School Board. Article 2 determines the functions of the Board, while Article 3 deals with the Board's procedures, such as the date for its meetings and the agenda of its activitties.

The fourth and last Article fixes the date of its implementation and determines the responsibilities in this respect.

EXAMINATIONS-CANCELLATION OF

13. A.R.E., Legislations, Laws, Resolutions ... etc.
"Ministerial Resolution No.74, 1975 in Connection with the Cases in Which Examinations are Cancelled or Deprived of"
Cairo, Cabinet of the Minister, Ministry of Education, 1975,
2p. (stencil).

This Resolution consists of eight Articles the first of which defines the scope of its enforcement.

Article 2 specifies the cases in which a pupil's examination is cancelled, whether such examination is a promotion examination or public one.

Article 3 enumerates the cases in which a pupil's examinations may be cancelled by resolution of the Head of Examinations.

Article 4 gives the circumstances in which a pupil's examination may be cancelled by a weighted resolution of the Head of the Directorate or the Educational Administration, while Article 5 specifies the cases in which the Undersecretary of the Ministry in charge of Public Examination may order a heavier penalty.

According to Article 6, the Minister of Education may dismiss the pupil from all schools in all cases of violation of examination regulations, if such is warranted by the public interest.

Article 7 stipulates that any provision to the contrary is repealed, while Article 8 requires publication of this Revolution in the official Gazette.

II . MEETINGS AND SYMPOSIA

14. Meeting of the Board of Educational Directorates, Cairo, February 13, 1975. "Meeting's Resolutions", Cairo, Secretariat-General of the Board of Educational Directorates, 1975, 14p. (stencil)

Following a summary of the Ministry's Statement made before the People's Assembly, the document dealt with the means which would insure implementation of the plans contained in the Statement and the steps and measures which Educational Directorates should take to carry out the investment projects planned for 1975 as well as the plans for preparing and distributing text books and note-books among pupils, the introduction of schools with one class only, spreading this type of schools in areas with a low density of population and the simplification of measures as a result of the re-organization of Educational Directorates.

The document also dealt with other subjects which were discussed in the meeting including prizes and encouraging incentives for both students and teachers in teacher training colleges for men and women, stepping up admittance in these colleges and reducing the number of weekly periods allocated to teachers.

15. Meeting of the Board of Education Directors, Cairo, Saturday April 5, 1975. (Meeting's Resolutions), Cairo, Secretariat General of the Board of Education Directors, 1975, 9p. (stencil)

The document reviewed the subjects discussed in the above-mentioned meeting which included: educational process requirements for the balance of 1974/75 in terms of note books and ink-absorbing and a review of the examination results in the first half of the school year.

The document made reference to the Minister's remarks on the need for pursuing the measures taken by the Educational Directorates in preparing for examinations.

It reviewed the conclusions reached on general secondary certificate examinations, including examination schedules and the various grading committee.

The document also dealt with the matters which the Minister brought up, including the remunerations payable to the teaching staff in respect of additional periods, the supervision and pursuance of the measures taken in respect of schools with one class only and the framework of the projected 5-year plan for 1975-85 with an explanation of its aims and the necessary appropriations allocated for it.

The document discussed other subjects brought up by assembled members including remunerations for public examinations, contests, repair of evacuees' schools, follow-up of the measures to implement the 1975 investment plan and a review of the legislations in connection with job-lagging and beaurocratic reforms.

III. SCHOOLS AND INSTITUTIONS

III. 1. Primary

PRIMARY EDUCATION

16. El-Kousi, Abdul Aziz, "Memorandum on Improving Education in the First Stage" (duly submitted to the Sub-Committee on General Education in its session of February 9, 1975). Cairo; Secretariat-General of the National Council for Education, Scientific Research and Technology, 1975, 8p. (Stencil)

The memorandum explained in an introductory vote the purposes intended from its preparation. It discussed the most significant problems in the first stage and devised solutions for all of them. It, significantly, discussed the problem of pupils, evening courses, number of pupils in each class, school buildings and teachers, explaining the problems which the teacher encounters in his work and the poor pay he receives as well as the inadequacy of his preparation and training.

The memorandum also dealt with the problem of curricula in this stage, showing its inadequacies and the manner in which such adequacies could be treated.

It discussed the problem of levels, examinations, evaluation, expenses and costs, administration, research, experimentation, modernization and improvements.

In its conclusion, the memorandum called for a thorough consideration of all above subjects in their entirity and in full detail.

17. Radwan, Mohamed Mahmoud, "The Kuttab (Peasant School and the school Housing One Class" "Al Raed; Magazine of Teachers" the 20th year, No. 1, (March 1975), pp. 8-9.

The article began with a description of the "Kuttab" (peasant school) in an attempt by the writer to establish a link between this type of school and the school having one class.

He described the teaching method in the " Kuttab" and the important subjects taught in it saying that the "Kuttab" had three peculiar characteristics namely, complete flexibility, equal opportunities and ease and simplicity.

The writer went on to explain the philosophy behind the schools with one or two classes, describing the method of teaching and curricula, advocating concentrated and simplified curricula.

In discussing the role of the teachers in this type of school, the writer enumerated the significant groups from among whom the teacher may be selected.

Concluding his article, the writer refferred to villages and indicated their role in promoting this experiment and mentioned that the school building would remain open to them.

TEACHERS-TRAINING

18. A.R.E., National Educational Research Center, "The Changing Role of the Teacher and its Effect on his Professional Preparation and Job-Site Training", Cairo, Agency for Educational Documentation and Information, National Educational Research Center, 1975. 36 stencil pages in English.

The document described the role of primary education teachers, explaining how it developed in Egypt and how it would affect their preparation and training.

Following an introduction defining the document's topic and scope and indicating the changing role of the teacher and the inter-relations between the teacher and the variables in the society, the document related the recent changes in the Egyptian society influencing the role of the teacher, being: the rapid growth of the population, the socio-economic growth, the changes in the aims and objectives of education, the changes in the educational structure and the changes in the contents and methods of education.

The document also discussed the diversification and integration of the teaching staff, underlining the need for improving their conditions.

The last chapter dealt with the changing role of the teacher and to what extent this affected his preparation and training. It discussed the problems of teacher's preparation and the problem of teachers at teacher training colleges, advocating the view that training of teachers should be perpetual.

ENGLISH LANGUAGE

19. Saleh, Ahmed Ezzat Osman, "English Competes with Arabic in our Primary Schools", "Sahifat Al-Tarbyah", (The Magazine of Education) the 27 th year, No.1, (February 1975), pp. 83-84.

The writer gave examples from the history of education which substantiate the need for fighting the dangerous trend in primary schools where English is competing with Arabic. In his historical account, the writer mentioned what was done by the British occupation authorities to suppress nationalism, fight Arabic and introduce English as a dangerous competitor, a trend which was supported by Yaaqub Artin and Dunlop who worked in The Egyption Ministry of Education up to 1930.

The writer described the attitude adopted by thinkers to oppose this trend, quoting paragraphs from a report written on May 10; 1893 by Ahmed Shafik Pasha and from the writings of both Dorbik and Mann.

Referring to some psychological research which supported the argument that teaching two languages at the same time to pupils in primary schools was rather difficult, the writer concluded that concentration should be directed to the teaching of Arabic and religion.

CIVICS-TEACHING

20. Youssef, Youssef Khalil, "A teacher's guide to the Teaching and Evaluation of Civics (Geography and History) for Fifth Year Primary", by Youssef Khalil Youssef and other authors. Cairo, Ministry of Education, 1975. 69p.

The Guide reviewed in the beginning the components of the curriculum of both geography and history, explaining how the guide may be used.

The material of the guide is divided into two parts. Part 1 deals with the curriculum of geography in the fifth year primary, dividing it into two units. The first unit deals with the natural features of the Arab Republic of Egypt, while the second deals with human activity, tourism, population and transportation in the Republic. The book reviewed the fields covered by each unit and showed the method of teaching them, giving some practical instructions about teaching methods.

The second part of the guide is devoted to history. It reviews the curriculum of fifth year primary which covers Arab-Islamic history, dividing it into seven topics namely : the Prophet's biography, the Successors of Caliph Haroun Al-Rashid and Islamic conquests, the Umayyad State and its expansion, the Abbaside State and its civilization, the Fatemide and Ayyubite Aghalibah Salahuddin Al-Ayyubi and Crusade colonialism and, lastly, the Mamluks and Ottomans.
In dealing with each of these topics, the guide explained the aim of its teaching, the types of activities suggested in each case and the methods of pupil evaluation.

Some practical instructions about the method of teaching the above seven topics are given at the end of the guide.

21. Gourgui, "A Teacher's guide to the Text Book of Arithmetic for Second Year Primary", Cairo, Ministry of Education, 1975. 65p.

The writer presented the material of his book in two chapters. The first chapter deals with the aims of teaching arithmetic in the second year primary and the general bases for the educational process in this class.

The writer explains the framework withtn which the educational process of teaching arithmetic takes place, as well as the basic elements and methods of evaluation.

Chapter 2 is devoted to a discussion of the manner of teaching the material contained in the curriculum. It reviews the arithmetic material in the text book for the second year and shows its method in teaching, all of which are arranged according to their order in the text book.

The author shows how subjects previously taught in the first year are revised and how numbers consisting of three figures are taught including their addition and substraction.

He also shows how numbers consisting of four figures (thousands) are taught, also including addition and substraction. He explains how time is read by means of a watch, the meaning of multiplication, the multiplication table from 2 to 5 and, lastly, the method of revising all lessons studied earlier and how the final test is prepared.

An appendix is attached to the book giving solutions to the problems mentioned in the text book arranged in the same order of their respective pages.

22. Gourgui, Labib, "A Teacher's Guid to the Text Book of Arithmetic and Geometry for the Fourth Year Primary, Cairo, Ministry of Education, 1975, 102p.

This book consists of two chapters.

The first chapter deals with general rules and principles and gives the reasons for teaching arithmetic in the fourth Year primary, emphasizing the need for a pupil to acquire the ability to carry out basic arithmetic operations and acquaint himself with the bsic expressions and theories and with the units of measurement.

It shows how a pupil utilizes his arithmatic information in meeting daily situations and in developing his skills and experience which help him succeed in school and adopt healthy habits in work and in behaviour.

The chapter also deals with the general principles of teaching arithmetic and geometry to pupils in the fourth year.

Chapter 2 deals with the teaching of the subjects contained in the curriculum and shows how the curriculum of the third year is revised and how long division, ordinary fractions, decimal fractions and practical geometry are taught.

The chapter also deals with the final revision of the curriculum and stresses the importance of such revision. It deals with final examinations and explains their method.

The book is supplemented by an appendix giving solutions for the problem contained in the text book of arithmetic, all arranged in the same order of their occurrence in the text book.

23. Gourgui, Labib, "A Teacher's Guide to the Text Book of Arithmatic for First Year Primary", Cairo, Ministry of Education, 1975, 56p.

The Directory consists of two chapters, the first of which deals with the general rules and principles adopted in teaching arithmatic.

After giving the reasons for teaching arithmatic in the first year primary and describing the significant characteristics of the pupil as recepient of arithmatic knowledge in this year, the writer reviewed the contents of the arithmatic curriculum for this first year and discussed the educational process in general. He concluded the chapter by a general analytic study of the curriculum in the first year.

Chapter 2 deals with the teaching of the subjects included in the curriculum and the teaching of numbers consisting of one and two figures, including addition and substraction of numbers consisting of two figures, together with and explanation of the meaning and component of hundreds.

After dealing with the method of revising courses, the writer discusses final examinations and shows the manner in which these examinations are put.

The Directory ended with an appendix giving solutions for the problems mentioned in the text book of arithmatic, indicating the respective page of each problem and the solution for each problem,

24. Gourgui, Labib, "A Teacher's Guide to Arithmatics for Third Year Primary", Cairo, Ministry of Education, 1975, 92p.

The material of this book is distributed over two chapters. Chapter 1 deals with the general bases and principles for teaching arithmatics and, in this context, the writer explains the aims which a teacher should bear in mind when he teaches this subject to this class, showing the basis for teaching it. He pointed to the importance of resorting to other types of activities to supplement the teacher's explanation in classrooms, also stressing the importance of using the text book and describing how it is used.

Chapter 2 describes and comments upon the text book and shows how each lesson is taught. It also demonstrates how lessons of the second year are revised and how numbers consisting of five or six figures are taught, including their addition and substraction and the facts about teaching multiplication and division.

An appendix is attached to the book containing solutions for the problems given in the basic text book of arithmatic, arranged in the order of the respective pages on which they occur.

EDUCATIONAL STATISTICS

25. A.R.E., Ministry of Education, General Administration for Statistics and Computers, "Stationary Statistics on the Stage of Primary Education and Kindergarten as at November 14, 1974" Cairo, 1975, 26p. (Statistical Bulletin No.9).

The statistical tables contained in this Bulletin show the cumulative figures of kindergarten schools in Educational Directorates, and the gross figures of primary education with all its affiliates in the Arab Republic of Egypt, showing the number of classrooms and pupils in each of the six years of primary education, the gross number of classrooms and pupils.

Likewise, cumulative figures on primary education with all its affiliates (classes and pupils) were also given, divided according to Educational Directorates.

Statistics on each type of primary education (governmental, private, free, unsubsidized, service classes, language schools, Egyptian curriculum and schools with tuition fees) were given and divided according to Educational Directorates.

A table is also given showing the gross figures of primary education (governmental, private and free), divided according to Educational Directorates.

26. Hassan, Salahuddin Ahmed, "Limelights on the Strategy Questions, in the Primary Stage", "Al-Raed, Magazine of Teachers", the 20th year, No. 1, (March 1975), pp. 19-21.

At the begenning of his article, the writer reviewed the modern outlook to the nature of school work in the primary stage, indicating the bases for such outlook and the methods of education and teaching required in this respect.

He explained the teacher's role in selecting questions which touch upon the intercourse between the school and the community saying that questions are important in stimulating the pupils abilities.

Dealing with patterns of questions which a teacher may pose in the classroom and in the various educational situations, the writer said there are four types of questions namely the reminding or informing question, the analytic question, the creative question and, lastly, the evaluating question.

The writer gave the justifications for using these methods in posing questions saying that such questions are capable of measuring the ability to recollect or to analyse or to create or to judge.

The writer concluded by calling upon teachers in primary schools to avoid restricting themselves to any one particular pattern, in order that they may realize comprehensiveness in the pupils growing process.

III. 2. Preparatory

EDUCATIONAL STATISTICS

27. A.R.E., Ministry of Education, General Administration for statistics and Computers. "Stationary Statistics on the Preparatory Stage of Education as at November 14, 1974". Cairo, 1975, 19p. (Statistical Bulletin, No. 9).

These statistics, as set forth in tables show the total figures of general preparatory education in the Republic, the number of classrooms and pupils in each of the three years of education in the preparatory stage and the total number of classrooms and pupils in the entire stage.

The tables show the cumulative figures of preparatory education and their breakdown (per classes and pupils), all distributed according to Educational Directorates. Statistical data on each type of preparatory education (governmental, private, free, unsubsidized, services, language, Egyptian curriculum, and with tuition fees) are also given and divided according to Educational Directorates.

Atable giving the cumulative figures of general preparatory education (governmental, private and free) is also published, with all figures distributed according to the respective Educational Directorates.

III. 3. Secondary

28. Cairo, Ain Shams University, Faculty of Education, "Suggested Alternatives For Experimentation in the Development of Secondary Education in Egypt.," Cairo, National Educational Research Center (1975) 6p. (Stencil).

Paper presented to the Secondary Education Development Committee, May 17th - 24th; 1975.

After pointing out the significance of secondary education in Egypt today, the document relates earlier attempts towards reforming this kind of education, of which the most important are the 1935 reforms. It reviewed the aims contemplated by such reforms, the results obtained and the practical problems encountered.

The document further reviewed the strategy devised in the presentation of certain preliminary concepts on alternatives suggested for the development of secondary education in Egypt. Its aim was to discuss, broaden and supplement these altornatives in the hope of attaining a more precise definition of these alternatives as well as of the steps envisaged for experimenting with them.

Five alternatives for the required reform were suggested. The first is based on maintaining the present system of secondary education with some changes, elaborated in the document.

The second alternative focuses all attention on technical education as a headlong for developing secondary education. The manner in which this alternative can be applied is discussed in detail.

The third alternative, centering on the realization of some sort of a limited comprehensive school, can be achieved through the amalgamation of the two agricultural schools now under construction pursuant to the Five year Plan into one industrial - agricultural school. The benefits derived from such an experiment are explained.

Dealing with the fourth alternative, the document signifies that it calls for unifying the patterns of secondary education in a uniform experimental school combinig both general and technical education. It explains the manner in which this alternative may be applied, saying that use can be made of any technical and general schools which happen to be adjacent in one area.

Finally, a review is given of the fifth alternative which is based on the creation of new unified schools combining the advantages of comprehensive and polytechnical schools. An explanation of the fashion in which this alternative can be adopted is also given.

29. Mohamed, Abdul Rahman Mahmoud, "Studies and Suggestions Concerning Several Secondary Schools; Their Place in the Educational Ladder; Their Function and Their Development". Cairo, Directorate-General for Secondary Education, Ministry of Education, 1975. 20p.

The article begins with an introduction on the place of the secondary school in the educational ladder, indicating the difference between general and technical secondary schools. It related the history of secondary schools from the days of Mohamed Ali and enumerated the changes experienced over the different ages requiring a re-consideration of the development of secondary education. He discussed the aims of the general Secondary school in the light of the changes mentioned earlier and analysed the argument to the effect that this type of schools should have the exclusive Function of preparing pupils for University education.

The writer explained the various frameworks for any future plans for secondary schools development saying that these frameworks require pupils to develop their personality in an integral manner, bodily, mentally, culturally, socially, emotionally and spiritually. They should also aim at preparing the pupils to live in society rather than preparing them for a specific job at this stage.

Finally, the school should be concerned with preparing pupils both patriotically and nationally in a society adopting socialism and democracy. Students should be provided with the necessary skills which enable them to make positive contributions towards the development of their community and the uplifting of the standard of living.

Following a discussion of the school atmosphere from an educational point of view and the extra-curriculum activities, the writer cited some articles of Law No. 68 of 1968 urging a revision thereof.

30. Mehrez, Zeinab Mahmoud, "Experience and Experiments Undergone by Egypt during its History of Secondary Education", Cairo, Agency for Educational Documentation and Information, National Educational Research Center, 1975, 21P. (Stencil).

At the outset of her document, the writer talked of the efforts exerted and are still being exerted by Egypt throughout its history to ameliorate the conditions of life and satisfy the peoples requirements which include education.

The document then dealt with the measures taken in the field of universal education and schooling, setting them according to the order of their importance and their chronological evolution so that this information might come to the attention of the authorities responsible for the development of contemporary education in Egypt.

After relating Egypt's experience and experimentation in technical education within the framework of general education, the document cited the example of some technical schools which were established for women.

The writer reviewed the programmes of study and subjects taught in these schools and referred to the law issued in 1949 whereby general and technical education in certain branches of general secondary education were merged into a general branch.

The document further dealt with the experiment of practical studies initiated in 1958/59 and enumerated the reasons for its failure as given in the pertinent reports. The writer also talked on the experience and experimentation of providing pupils with opportunities to select their schools, branches and school subjects and discussed the choice between the various types of education and between scientific and literary branches of the general secondary education as well as the various branches of technical education. She then discussed the selective subjects within the one branch and the experiment of injecting scientific subjects in branches of library studies or vice versa.

The document further reviewed the trend which appeared between 1930 and 1935 to subject secondary education to the supervision of university education, showing that this system has proved its failure and resulted in 1945 in separating the orientation year from higher education.

Likewise, the document referred to the idea of establishing scientific secondary schools in 1960, the experiment of creating technical secondary schools offering a 5-year course and the experiment of combining more than one type of studies in one and the same building.

It further dealt with the trend appearing in 1957 towards the establishment of common secondary and technical schools, and mentioned the various sections and subjects which were taught in each of them. An account was given to the adoption of the process of guidance and counselling in education as early as 1952, with due reference to the steps taken in this regard by the Ministry.

All experiments were subject to comment in this document which indicated that some were successful while some others proved a failure.

Waste - Secondary Schools

31. Farag, Aleyya Ali, " Waste in Secondary Education; A Comparative study Between Egypt and the United States ", "Sahifat Al-Tarbiyah" (The Magazine of Education) the 27th Year No. 1, (February 1975), pp. 26-35.

Beginning her article, the writer said that the phenomena of failure and sneeking out of schools are among the principal problems which lead to increased waste in the educational process. She emphasized the need for studying the problem of waste in secondary education, giving the rate of puplis enrolled in general secondary schools as compared to those in other types of secondary schools in both Egypt and the United States, concluding that there is lack of equilibrium between academic and technical education in Egypt and pointing to the factors which separate both types of education, demonstrating their results.

The writer went on to deal with the contradictions existing between the results of the public examinations in the general Schools and those of annual final examinations, indicating that these contradictions aggrevate the problem of waste. She supported her opinion by mentioning the rates of pupils succeeding in these examinations.

Referring to the preparatory stage, the writer explained its role in orienting pupils to the type of secondary education most suitable for them.

The writer then moved to a discussion of the problem of pupils who sneak out of schools in the United States. Taking into consideration the mental ability of sneakers, the factors leading to sneaking and the personel characreristic of this group of sneaking pupils.

After reviewing the proportions of this problem as viewed by the group of sneaking pupils themselves, the writer concluded that the school curricula must be revised in order that the changing interests of young men may be acommodated.

SCHOOL ADMINISTRATION AND ORGANIZATION

32. Abdul Noor, Francis, "Assessment of the Role of the School Administration in Developing the Curriculum of the Secondary Stage", Assiut, Faculty of Education. University of Assuit, 1975, 159.

The writer began his book with an introduction in which he showed the importance of the secondary stage in the education ladder, saying that the school administration must of necessity be developed in order that the school may perform its duty in a perfect manner.

The book falls into five chapters.
Chapter 1 deals with education and school administration and shows the impact of scientific and technological advancement on education. He discussed the objectives of secondary education and demonstrated the duties of the school administration in this respect.

In Chapter 2, the writer made a review of all earlier studies written on this subject.

Chapter 3 explains the method which the writer adopted in his research and the purpose intended from this study. He described his tools and the samples used in the study and gave some of the definitions used in the book.

The fourth chapter is devoted by the author to an analysis of the data compiled which illustrates the attitude taken by the school administration towards school board, teaching bodies, technical guidance, students, boards of students associations, clerical, administrative and financial bodies and, lastly, the community.

The fifth and last chapter outlines the conclusions reached and the recommendations adopted as a result of this research.

Three supplements are appended to the book. The first one consists of an open letter addressed to headmasters of schools. The second is a copy of the questionnaire, while the third indicates the distribution of sample schools according to their respective location in the governorate.

III. 4. Experimental

MATHEMATICS-CURRICULA

33. A.R.E., Ministry of Education, "The Curriculum and Programme of Study of Mathematics for the Third Year at the Unified Experimental School, Nasr City", Cairo, 1975. 98p.

The writer explained in his introduction the importance of studying mathematics, defining its aims and the significant trends of teaching its subjects.

He then moved to a review of the curriculum saying in this respect that it calls for arraging the figures from 1 to 1000 and adding, substracting, multiplying and dividing from 1 to 1000 also. He referred to the most important subjects of geomerry which are taught as part of mathematics.

Concluding his book, the writer gave instructions and directives which, in his opinion, should be observed in teaching the curriculum. He stressed the importance of training on handling figures and on teaching the basic mathematical operative of addition, substraction, multiplication and division along with teaching geometry.

III. 5. THE COMPREHENSIVE SCHOOL

34. Mehrez, Zeinab Mahmoud, "Egypt's Attempts to Realize Some Trends of Comprehensive Education", Cairo, Agency for Educational Documentation and Information, National Educational Research Center, 1975, 21 pages. (Stencil).

The document began with a discussion on the development of the social and economic concepts of education in the twentieth Century and their impact on the creation of new educational systems, some of which were reviewed in the document.

The writer then moved to an explanation of the most important trends in comprehensive and polytechnical education, in the course of which discussion the writer reviewed Egypt's experience and experimentation in combining general and technical education in one school. This trend was illustrated through a critical study of the educational programmes in Egyptian secondary schools under the 1949 law and the developments undergone thereby, giving the reasons for their failure in some respects as reflected in the official reports.

The document discussed the development of Egyptian experience and experimentation in providing opportunitis for selection between schools, branches and school subjects, also dealing with selection between the branches of private secondary education and between the school subjects in a particular branch, with due consideration to the chronological order of targets,

The document further dealt with attempts to inject scientific subjects into branches of literary majors or vice versa, and also dealt with the experiment of combining more than one type of studies in one building. Likewise refernce was made to experiments of joint technical education and co-education in schools.

In conclusion, the writer mentioned the latest trends towards the realization of comprehensive education in Egypt, reproducing the recomendations adopted in this respect by the ad-hoc committees established in 1975 for the purpose of studying this subject .

35. Mehrez, Zeinab Mahmoud, "Preliminary Project För Adopting the System of Comprehensive schools in Egypt on a Short and Long Term basis", Cairo, Agency for Educational Documentations and Information; National Educational Research Center, 1975, 11 P. (Stencil).

Having reviewed elaborate documents on the system and set-up of "comprehensive schools" in a large number of countries, the writer gave her conclusions which required the adoption of the system of comprehensive schools in Egypt.

She defined the various concepts and systems of comprehensive schools, with special emphasis on the systems which are most appropriate for Egypt.

The writer mentioned in this respect that a comprehensive school could be created forthwith, provided its concepts, educational level, sections and syllabus are well defined and the problem of school buildings is overcome.

After relating Egypt's experience in this respect, whether in terms of guidance and counselling in the Egyptian comprehensive school, or in terms of practical training, evaluation and examinations, the writer called for experimenting with the proposed school system before steps are taken to make it universal. She mentioned the long-run requirements of an ever-developing comprehensive school in Egypt and prepared, as appendix to her article, a proposed syllabus of this type of school.

III. 6. LIBRARIES

36. Kazem, Medhat, "School Libraries Celebrating their Twentieth Anniver sary,," Sahifat Al-Maktabah" (Library Journal), 7th year No. 1, (January 1975) pp. 20-25.

This article is a historical review of the progress made by school libraries. As mentioned in its introduction, the writer attempted to point out the most significant achievements in the field of school libraries in twenty years, emphasizing the hopes for the present and the future.

After dealing with the beginnings of the library movement in Egypt in 1955, the writer reviewed the role of the school in the field of library service and in training qualified librarians both professionally and educationally. He referred to the establishment of the society of school libraries, the introduction of comprehensive libraries and the teaching and progress of library service courses in teachers's training colleges both for men and women.

Concluding his article, the writer reviewed the most significant achievements in the field of school libraries during 1973/74, including the publication of a classified index for selected books in school libraries between the scholastic years 1968/69 and 1972/73 and participation by school libraries in Arab and local conferences and fairs held during the period in question.

37. El-Hagrasi, Saad Mohamed, "Library Education For Pupils and Students; the Theoretical Concept and the Egyptian Experiment," "Sahifat Al-Maktabah" (Library Journal), 7th year, No. 1, (January 1975) pp. 36-55.

This article is divided into three parts. In its first part, the writer dealt with the background and uncontested facts of library education in its particular sense and also library education for pupils, students, teachers and professors.

In the second part, devoted to practice and experimentation, the writer spoke of the beginnings and development of library education in Egypt and of library education as derived from library classes and programmes on library skills in teachers' training institutes both for men and women.

The writer went on to discuss library training courses offered by teachers' training institutes for men and women as well as the programme for training pupils in preparatory and secondary stages.

Reference was also made to the optional library courses offered by the faculty of Arts, Cairo University.

The third and last part is devoted to an evaluation of library education and a summary of the results and conclusions suggested by this experiment.

38. Barakat, Ali, "The Educational Function of the School Library in an Open Society", Sahifat Al-Maktabah, "(Library Journal), 7th year No. 1 (January 1975), pp. 56-66.

Following an introductory historical background on education in Egypt in general, and school libraries in particular, between 1837 and 1974, the writer discussed the educational role of school libraries in a changing age and its effect on the making of open minds in an open society, since they provide individuals with possibilities enabling them to help in the building and development of their society.

He then discussed the role played by the library in developing the creative ability, citing the October 1973 war as an example demonstrating the significance of creativeness and invention in the society. This trend is substantiated by the library in that it provides the scientific material which serves as basis for creativeness and innovation.

Concluding his article the writer signified the role of the school library in the process of "perpetual education" in an open society, explaining the meaning of "perpetual education" as set forth in the October paper and underlining the function of the library as a medium for realizing this type of education.

39. A.R.E., Ministry of Education, Administration of School Libraries, "Report on the Activities of the Administration of School Libraries during the School Year 1974/75". Cairo, 1975, 8p.

The report began with an introduction on the role of the library in the educational process. It reviewed the major achievements by the Administration during 1974/75, giving the figures of the funds appropriated for the purchase of books and magazines and the manner in which the appropriation was distributed. It indicated to the Administrations' activities in examining books and issuing lists of selected titles in this connection.

It then turned to a discussion on the Administrations' set-up and the manner in which it should be divided to meet work requirements. Later on, the report dealt with the training sessions organized by the Administration, stressing the need for organizing similar sessions in the future. It gave account of field visits to some Educational Directorates for investigating conditions of library service and reported the observation made following these visits. The report then reviewed some aspects of the activities carried out by the administration in the fields of exhibitions, panels and contests organized by the Administration for library inspectors, librarians and students in teachers' training institutes for men and women.

In conclusion, the report referred to problems which hinder the work of the administration.

40. Youssef, Alfred Nessim, "School Library and Audio-Visual Aids," Sahifat Al-Maktabah, (Library Journal), 7th year, No. 2 (April 1975), pp. 17 - 31.

At the outset of his article, the writer drew a comparison between a school library on the basis of the prevailing concept and a school library which keeps abreast with the technological developments. He explained the role of perceptions in the educational revolution, then turned to a discussion of the role played by school libraries in such educational revolution, indicating the need for developed school libraries which are capable of keeping pace with this revolution. He then reviewed the various patterns of audio-visual aids in a developed school.

The writer went on to analyse the elements and characteristics in developing school libraries to become fully developed, saying that these elements include an insight into the future at the time of planning such libraries, a revision of the aims and means of school libraries, the selection of a site and place where the library would be surrounded by the necessary public utilities, adequate furnishing and the training of their staff.
See also : 90

IV: EDUCATION

IV.1. SOCIAL

41. Radwan, Mohamed Mahmoud, "The Building Up of Man in Egypt", "Sahifat Al-Maktabah", (Library Journal), 7thYear No.1, (January 1975), PP. 12-19.

As it is clear from the introductory vote, the writer of this article deals with the Man who is most needed by the Egyptian society. He also deals with the various characteristics which may well be expected by the year 2000.

The writer ventures on a discussion of the element of time for which we wish to prepare this new Egyptian Man. In this respect, he relates the various opinions, calling for the preparation of Man either for the present or for the future.

He reviews the significant educational characteristics of the new Egyptian Man, which include loyalty and allegiance to Egypt, belief in Arab Nationalism, trust in God, genuineness and innovation, belief in and exercise of democracy, comprehension of the values and culture of our age since he lives in a changing world in which knowledge is progressing and sciences are developing from day to day, carrying out duties in a perfect manner and lastly, possessing an all-rouned personality. To that end, the writer explains how the integral and all-rounded personality can be built.

IV. 2. CHILD

42. Ashour, Suhair Ahmed, "Child Education through play" "Sahifat Al-Maktabah", (Library Journal), 7th Year, No.2, (April 1975), pp. 39 - 58.

The article began with an introduction on the significanee of play in the life of a child.

After explaining the inclination to play among living creatures, the writer went on to show the meaning of play. She indicated the difference between play and other types of activities and between play and serious work, showing the purpose of each, the manner in which each is organized and the relation between the activities of an individual and his psychological state.

The writer explained the value of unorganized spontaneous free play and organized play, active play and quiet play, play which helps movements to coordinate and muscles to grow and finally, play which is predominantly mental in character.

The writer went on to show how play material is selected, mentioning the various play material which suits each stage of growth, from the age of 2 until 12. She also reviewed the factors which influence play and explained how educational systems and methods are developed through play, pointing to the importance of play in treatment.

Concluding her article, the writer talked on the factory which was built in Imbaba in 1960, indicating its objective and achievements in this field. She described the stages through which toys pass until they are distributed throughout governorates.

IV.3. SEXUAL

43. Mohamed, Abdul Rahman Mahmoud, "Concept and Aims of sexual Education", "Sahifat Al-Tarbiyah",(The Magazine of Education), 27thYear,No. 1, (February 1975), pp.71-76.

Before venturing on his article, the writer explained the concepts of sexual education and sex, showing the attitude of some advanced countries towards them and enumerating the reasons for which such care has been given to sexual education, so much so that it has been included in their educational plans and a country like England has decided to teach sex in the early stages of the educational ladder. The writer reviewed the manifestations of sexual pervertion and pointed to the advantages which would be expected if sexual education receives due care.

He explained how sexual education could be handled and developed and listed the subjects which may be taught in schools to certain categories of pupils by certain categories of teachers.

The writer referred to the role which should be played by the Ministry of Education, the various educational zones and administrations and the school themselves in advancing this education.

In conclusion, the writer emphasized that there is dire need for co-education in certain stages of education and for the mixing of sexes in the society so that both sexes would better understand each other and know the particular characteristics and needs of both of them in an attempt to realize the much-desired adjustment which will only be achieved through sexual education in schools.

IV.4. SPECIAL

44. Zaki, Lotfi Mohamed, "Poor Visual Distinctions Applied Studies in Technical Educations", "Al-Raed": Teacher's Magazine" 20thYear, No. 1 (March 1975), pp. 18-19.

The writer spoke of an experiment undertaken by three men of research to prove that "what we know about an object serves as a guide and, to a certain extent, influences the process by which we see the object".

He explains that this study is based on expectation and color distinctions, saying that teachers may benefit by this experiment through urging their pupils to depend in their learning on their own background and past experience.

After giving some applications which may be beneficial to teachers in their profession, the writer came to the conclusion that our acquired habits are vital for us in order to efficiently cooperate with what we see.

IV.5. RELIGIOUS

45. Ali,Said Ismail, "The problem of Methodology in Studies of Islamic Education" Year Book of Education and Psychology, Cairo, Dar Al-Thaqafah for printing and publication 1975,PP. 37-73.

Following a discussion of Arab mentality and its share in cultural creativeness, the writer reviewed the opinions of both orientals and occidentals on Arab genius, weighing and analysing all views with the aim of discerning their truth. He then discussed the similarities and identical features between Islamic and Greek philosophies and explained the elements which provided the background for philosophical thought in Islam.

Discussing jurisprudence and dialectical theology as a method for studying Islamic education, the author explained how Al-Qabisi utilized methodology in studying Islamic education. He criticized the method which a leading professor in this field adopted and gave his own concluding views about this method, rejecting and refuting the examples and citations on which this leading professor based his argument.

IV.6. HIGHER

46. Second Session of the National Council for Education, Scientific Research and Technology, "Report Submitted to the President of the Republic on Certain Questions Concerning University and Higher Education", Cairo, National Council for Education, Scientific Research and Technology, 1975, 22p.

The Report began with a concise review of the subjects with which it is concerned, giving a background note on each of these subjects and explaining earlier steps taken in this respect.

The first subject discussed in the Report is the status of higher institutes and whether they should be transformed into faculties annexed to universities. After examining the problems involved in the present status of these institutes, the Report explained their causes, the principles considered at the time of discussing them and the views advanced for solving these problems.

According to the Report, a resolution was adopted by the members of the Council calling for the creation of a university to be known as the University of Hellwan which would embrace the institutes existing in Hellwan but preserving the character of each. Provincial institutes would be annexed to the existing universities as independent faculties. The reasons justifying this approach were given in the Report.

The second subject discussed in the Report revolves around the present status of the faculties of education and teacher training institutes. After recalling the recommendations which the council adopted in its first session to develop and consolidate the present condition in all institutes regarding the preparation of men and women teachers, the Report gave the recommendations adopted in the Councils' second session, classifying them as recommendations for consolidating teachers' bodies, recommendations for expanding plans for faculties and institutes and miscellaneous other recommendations.

The third and last subject discussed by the council, according to the Report, is the adoption of a syllabi in universities. The justifications requiring this approach by the council were given together with an indication as to the steps to be taken to carry out this recommendation.

IV.7. PERPETUAL

47. Al-Lakani, Ahmed Hussein, "The Curriculum and the concept of Perpetual Education",
"The Year Book of Education and Psychology", Cairo, Dar Al-Thaqafah for printing and publication, 1975. PP. 177-205.

At the beginning of his article, the writer expounded on the concept of perpetual education, mentioned the most important synonyms of this idiom and stated the reasons for adopting this system of perpetual education. In enumerating these reasons, he concentrated on the rapid growth of the volume of knowledge, the equally rapid growth of the quality and quantity of skills, the change of view towards the concept of work, the growth of leisure time, the increasing adoption of the scientific approach and the growing number of pupils sneaking away from the various stages of education.

The writer spoke of the type of education which he anticipated would become predominant in the world in the future and reviewed the report of the Edgar Foure Committee formed by the Director-General of the UNESCO to study conditions of education in the various countries of the world.

He went on to discuss the future role of educational systems, underlining the responsibilities which the curriculum assumes in this connection. These responsibilities have-as their basis-the educational objectives, the curriculum contents and educational experience. The writer later explained the most vital mental skills which a pupil should acquire in the course of his exposure to educational experience and attitudes.

IV.8. ADOLESCENCE

48. Mahfouz, Mohamed Gamaluddin , "Adolescent's Education in Islamic Schools", "Al Azhar" Magazing, 46th Year, No. 10, (January 1975), PP. 1039-1045.

This is the second article in a series dealing with adolescent education in Islamic schools.

Following a description of the characteristics of adolescence, the writer mentioned the much-needed education in this stage, its quality and the attitude of Islam towards it.

He indicated the role of Islamic schools in breeding a religious conscience into the adolescent who is, by nature, inclined to discuss and argue about religious matters.

The practical education most appropriate in this respect lies in conscience breeding which could be achieved with the help of worshipping practices, more especially prayer.

He added that adolescents should be trained to acquire the habit of praying.

The writer went on to describe the natural tendency on the part of an adolescent to be obstinate and resist authority and showed how physical and athletic education help in diverting the adolescent's mind and heart from focussing on satisfying instincts to other channels. He explained the attitude of Islamic education in encouraging physical sports education.

49. Mahfouz, Mohamed Gamaluddin, "Adolescent's Education in Islamic schools", "Al-Azhar Magazine, 47th Year, No.2 (March 1975), PP. 164-168.

This is the third article in a series published under the above-mentioned headline.

The writer started his article by asking why young men in the adolescent stage are exposed to deviation in their religious, cultural or behavioural trends?

He explained the reasons for such deviation through its psychological and social interpretation.

The writer stated the attitude of Islamic school towards deviation, then moved to a definition of the psychological trends, their components and the manner in which these trends develop in general or develop towards religious educations in particular.

He explained the attitude of parents and educators towards inculcating sound psychological trends in their children and supported his opinion with the sayings of Prophet Mohamed.

50. Mahfouz, Mohammed Gamaluddin, "Adolescent's Education in Islamic shool", "Al-Azhar Magazine' 47th Year, No.3, 1975 PP.293-299.

In his fourth article in a series dealing with adolescence the writer explained that educators and reformers have a duty to inculcate nationalistic feelings in our youth and protect them against all kinds of education,

He recalled the story of a young man who was ordered by Prophet Mohammed to abstain from wrongdoing, showing how the Prophet treated this youngman.

The writer quoted verses from the Holy Quraan and sayings from the Prophet's tradition, all of which call for treating people with kindness and gentleness in an attempt to convince them, always exercising patience and tolerance.

After indicating the attitude of the Islamic school towards an adolescent who endeavours to assist himelf through being about his wrongdoing in front of his colleagues and who attempts to boastfulness and show recklessness, the writer quoted relevant verses from the Holy Quraan and the sayings of the Prohet.

He concluded by emphazising the need for young men to understand that God Almighty pardons those who are guilty of committing a concealed sin if they regretfully repent and beseach God's forgiveness.

IV.9. WOMEN

51. Mehrez, Zeinab Mahmoud, "Education of Egyptian Women; Planning and Implementation", Cairo,1975.
18 typewritten pages.

Following a brief historical background of women education in Egypt since its inception in 1932, with reference to the fact that their education was connected with the development trends at that time, the document emphasized the importance of qualitative as well as quantitative planning.

The document then dealt with women education and its various spheres in the present day as compared to men education from the point of view of teaching methods, objectives, curricula, services and the like, explaining the typical qualitative characteristics of each type of education.

On the subject of quantitative education of women, the document reproduced statistical data showing what is being done in planning for women education, such as the number of girls enrolled in the various stages of education, from the primary up to the higher stages in higher institutes and universities, their percentage in the census of women in the Egyptian society and their ratio to women in education age.

The document contained tables which reflect quantitative facts about women education and its development since five years as compared to men education, in terms of number of schools, classes and pupils.

Comments and recommendations were concluded from this statistical review aiming at the development of women education in our present age, the age of science and technology.

52. Mehrez, Zeinab Mahmoud, "General Education of Women in the Arab Republic of Egypt", Cairo, Agency for Educational Documentation and Information, National Educational Research Center, 1975, 25 typewritten pages.

The document began with a historical synopsis on women education in Egypt since 1932 and the various stages through which it has passed, adopting itself to the conditions and circumstances undergone by the country politically, socially and economically.

An account was later given of the educational system of Egyptian women in our present day, showing the impact of the states general policy and objectives on this type of education in its various fields both inside the school (systematic education) and outside the framework of school education. It explained admission regulations, duration of schooling subjects taught in all educational stages, measures taken by the state to facilitate women education, obstacles encountered by this type of education and new trends of education.

Statistical tables were appended to the document the first of which showed the total number of girls in the various stages of education and to rate of increase or decrease in the total number of boys and girls during the period 1970/71 through 1974/75. The second table showed comparative figures of boys and girls enrolled in the various stages of education during the same period.

53. Mehrez, Zeinab Mahmoud, "Technical and Vocational Education for Women in the Arab Republic of Egypt", "Taalim Al-Jamahir" (Mass Education), 2nd Year, No. 3, PP. 54-63.

Following an introductory outline on the significance of technical education for women, the writer dealt with technical and vocatoinal training in the Arab Republic of Egypt in 1972, mentioning the factors which led to the retardation of technical and vocational education for Egyptian women in particular.
The writer gave a historical background of the beginnings of technical and vocational education of the Egyptian women praising the pioneering efforts of thinkers like Rifaah Al-Tahtawi and Qassem Amin and the feminist renaissance led by Hoda Shaarawi.

The writer went on to distinguish between technical and vocational education saying that the difference between both types of education was recognized by Egypt when it established practical schools side by side with technical schools in 1975.

Following an explanation of the concept of technical and vocational education and the position of the Egyptian woman in this type of education, the writer analysed the respective types of technical and vocational education for women according to stage and type, indicating the percentage of growth of women's technical education as reflected in the educational statistics for the period 1953/54 through 1964/65 as well as the percentage of growth in Women's higher education during the same period of time.

The writer moved to a discussion of the problems and difficulties and the causes thereof, indicating the efforts exerted by the state to overcome these problems and also showing the scope of international cooperation between the Arab Republic of Egypt and friendly and sisterly countries, emphasizing the significant features of this co-operation.

Concluding her article, the writer spoke of the ambitous future lying ahead for technical secondary schools in particular and technical education in general.

IV.10. THE PHILOSOPHY OF EDUCATION

54. Afifi, Mohamed El-Hadi, "Basics of Education: The cultural Bases of Education". Cairo, Anglo-Egyptian Bookshop, 1975. 237P.

The book begins with an introduction on the role of education in the life of a nation and the obstacles which stand in the way of its growth and effectiveness.

The author then divides his subject into three parts. The first part falls in three chapters devoted to a discussion of the place of education in our contemporary life. Apart from the significance of education and its place in our present life, the author deals with the concept of education and the necessity for studying the basics of education.

Part 2 also falls in three chapters dealing in turn with the social bases of education. The author elaborated on subjects like education and society, culture and its educational content and the nature of man and its educational applications.

The third and last part on types and means of education c consists of three chapters dealing with education inside and outside schools, principles and functions of scholastic education and teaching problems from a comprehensive point of view of culture, man and education.

55. Ebeid, Ahmed Hassan. "The philosophy of the Educational System and the Educational policy structure; a Comparative Review", The Year Book of Education and Psychology, Cairo, Dar El Thaqafah for printing and publication, 1975, PP. 206-249.

The writer reviewed the general features of the system of education and stressed the need for a system which is based on a policy embracing all youngsters, but becoming narrower and narrower in the university stage.

He explained the most significant characteristics of educational systems, including the fact that an educational system should be nationalistic, and pointed out the role of the school in handing down to children the society's habits, traditions and trends. Citing examples from the Chinese community, the writer singled out the most important characteristics of education in China.

Calling for an educational system reflecting the general trend of thought prevailing in the society, the writer gave demonstrative examples with specialemphasis on the educational targets of the Nazi ideology.

Later in his article, the writer explained the role of the educational systems in cultural enrichment, describing the function of both the competent authorities and the experts in the educational process.

In conclusion, the writer touched upon the relationship between the educational system and the general national framework of the country.

56. "Al-Tahtawi's Educational concepts", in: Hegazi, Mahmoud Fahmi, "Origins of Modern Arabic Thought in Al-Tahtawi's Works", Cairo, Egyptian General Book Organization, 1975, PP. 93-105.

This book falls into six chapters and an appendix in which is reproduced the full text of Tahtawi's book entitled" Takhlis Al-Ibriz fitalkhis Paris", but the first and fifth chapter are of particular interest to us.

In the first chapter, the writer summarized the life of Rifaah Al-Tahtawi, taking on his background, education and the influence of his maternal uncles in directing him towards religious education while reviewing Al-Tahtawi's schooling, the writer described the system of education at Al-Azhar during the ninteenth century, touching upon the educational missions which were sent to Europe during the era of Mohamed Ali.

Chapter 5 is devoted to Al-Tahtawi's educational concepts as set forth in a book by Tahtawi entitled "Al-Murshid Al-Amin" (The honest guide). The author showed the sources of Al-Tahtawi's educational philosphy and underlined the important features of his educational theories, reviewing as well the system of reaching in the "makatib" (primitive schools) and in secondary and higher education.

The writer later indicated the importance of religious education and said that political education was also of great significance and should be taught along with religious subjects.

57. Qotb, Youssef Salahuddin, "Is Teaching a Job or a Profession", "Sahifat Al-Tarbiyah", (The Magazine of Education), 27th Year, No.2, (April 1975), PP. 3-6.

The writer began his article with quotations obtained from the statement delivered in January 1975 by the Minister of Education before the People's Assembly which reflected his views, as the chief officer responsible for education, regarding teachers and their role in the educational process and also in formulating and implementing the educational policy and in evaluating its results.

The writer discussed the contrast between the teacher's significant role and themanner in which he is prepared for his job, saying that the measures taken to prepare teachers are inadequate, adding that the society treats the teacher's function as a profession. He indicated how this view would contribute towar's the freezing of the educational process.

The writer went on to review the vital requirements for preparing teachers to perform the duty of teaching, pointing to the measures and considerations which would be conducive to a better appraisal and uplifting of the teacher's scientific and social function.

He mentioned the educational level beyond which training for a teacher's profession should start, indicating the need for an integrated view towards the profession of education and underlining the significance of the teacher's perpetualtraining and, finally, pointing to the need for uplifting the teachers social position.

IV.11. EDUCATIONAL AIDS

58. El-Erian, Abdullah Fikri, "Obstacles to the Use of Educational Communication Facilities", "Sahifat Al-Tarbiyah" (The Magazine of Education). 27th Year, No. 1, (February 1975), PP.. 64-70.

Beginning his article, the writer emphasized the importance of educational communication facilities in the process of education and teaching. He remarked that facilities are not systematically and effectively used in Egyptian as well as in non-Egyptian schools.

The writer mentioned five obstacles which hinder the effective utilization of educational facilities and elaborated on the methods by which each of these obstacles could be overcome.

He outlined the obstacles as being: ignorance by the majority of teachers of the educational communication facilities; ignorance of the sources from which these facilities could be procured; lack of interest in educational facilities on the part of the Ministry of Education and its administrative and technical agencies; scarcity of the funds allocated for such facilities; non-availability of the physical possibilities and requirements necessary for their utilization, and, lastly, scarcity of information on such facilities, whether in catalogues published by the Administration of Educational Aids and other bodies or in articles appearing in educational periodicals.

59. Hussein, Mansour, "Educational Aids and the Development Education", "Sahifat Al-Maktabah" (Library Journal), 7th Year, No2 (April 1975), PP. 5-8.

The article began with an introduction on the elements on which any development rests, indicating the proper procedure for bringing about such development.

The writer went on to say that education necessarily depends on modern technology and advanced science. He then indicated the impact of educational aids on teaching methods and on deepening the roots of knowledge for the purpose of realizing the aims of development.

A description was given on how educational aids may be utilized in an objective and integrated manner. The writer explained why comprehensive libraries were created, listing the reasons for their creation and describing their function as contrasted with that of ordinary libraries.

Concluding his article, the writer mentioned the factors which contribute towards a successful utilization of educational aids. In this connection, he explained how a particular educational aid may be adopted simply because it was successfully utilized in a given place. Special stress was made on the utilization of simple models and the use of local raw material and environmental industries.

60. Ahmed, Mahasin Reda, "A Field Study of Educational Aids at Preparatory Schools", undertaken by Mahasin Reda Ahmed and other researchers. "Sahifat Al-Maktabah, 7th Year, No.2, (April 1975), PP. 9-16.

The introduction to this study pointed out that programmed education in the late fifties influenced men of education to change their interest from a teaching process to a learning process. The difference between teaching and learning is stated in this study.

The writers demonstrated the impact of technological advancement on increasing the sources of audio-visual learning. These sources include individuals, material, situations, tools, instruments and activities.

A study is also made of some functions and activities which are directly or indirectly connected with the sources of learning, such as the designing, fabrication, distribution, evaluation and utilization of educational material.

The field study indicated to what extent some such sources of learning were found in a sample of eleven preparatory schools in East Cairo Educational Zone, with a view to drawing the attention of the authorities responsible for the educational system and specialists in educational aids to the conditions now prevailing in a sector of the educational system, the findings revealed in this field study would serve as basis when plans are made, applied and assessed for such sources of learning.

61. Seif, Na'imah Said, "Technological Education and Televised Educational Aids", "Sahifat Al-Tarbiyah", (The Magazine of Education), 27th Year, No.2 (April 1975), PP. 41-50.

Introducing her subject, the writer defined "technical education" and explained the essential educational aids which are used in such education, including the **television** movie pictures and recorders.

The writer posed some questions about the communication operation on university and higher institutes level, saying these questions need to be answered.

She enumerated the factors which stepped up educational and experimental development which included knowledge and curriculum development, student-population explosion and the shortage both in specialized members of the teaching body and in available material.

The writer dealt with some TV instruments and sets which could be utilized as educational aids in universities and institutes mentioning as example the TV-closed circuit which serves as a vital aid in demonstrations, training of teachers and transmission of lectures.

She then talked about audio-visual recordings and described their characteristics and methods of operation.

The article concluded with a review of the significant results obtained from the utilization of these aids in the teaching process.

62. Fouda, Fatehiyah Ali, "Educational Aids; Their History and Rules of Utilization", Sahifat Al-Trabiyah", (The Magazine of Education), 27th Year, No.2, (April 1975) PP.81-86.

In the introduction, the writer showed the role of education in the advancement of nations, describing the attitude of various countries in this respect.

After reviewing the history of utilization of educational aids, she explained the rules which should be adopted in their utilization, including situations and suitable times, and ascertaining that the pupils comprehend each point of the lesson taught by means of the educational aids. Consideration should also be given to a determination of the purpose for which the aid is used, testing of the aid prior to its utilization then utilizing it at the appropriate place and time to ensure that the pupils benefit from such demonstration and, finally, repetition of the application of educational aids to ascertain comprehension.

The article gave a list of the sources from which a teacher could procure educational facilities.

IV.12.General

EDUCATIONAL PSYCHOLOGY

63. El-Shaal, Mahmoud El-Nabawi, "Psychological Drives in the Field of Education", "Sahifat Al-Tarbiyah", (The Magazine of Education), 27th Year, No.2 (April 1975), PP. 33-40.

At the beginning of his article, the writer reviewed some definitions of psychological drives favouring one definition which he thought was final.

He stressed the importance of psychological drives in formulating one's personality, dividing them into categories: primitive and hereditary drives and acquired drives.

He further divided them into passive drives which need to be treated and fought and healthy drives which are worthy of encouragement.

Explaining the educator's attitude towards psychological drives, the writer underlined the importance for an educator to familiarize himself with these drives and to support the educational service through the medium of psychological drives.

Concluding his article, the writer called for more thorough studies of these drives in order to discover the facts pertaining to this vital subject.

64. "The Year Book of Education and Psychology", Compiled by a Selective Group of Professors, Cairo, Dar Al-Thaqafah for priniting and publication, 1975, 395P.

The year book consists of an introduction and four parts. Part 1 presents a set of studies on the teachers' role in cultural leadership, the problem of methodology in studying Islamic education, a study in the attitude of leadership and human relations, studies on the musical abilities of students in schools and institutes of music, the curriculum and the concept of perpetual education and, lastly, the philosophy of the educational system and the structure of educational policy.

The second part contains the most important educational documents, including the ministerial Resolution creating a technical 3 - Year school (secondary industrial) concerned with the study of the problems of final examinations, the explanatory note to the President's Resolution establishing boarding secondary military schools and the Ministerial Resolutions establishing secondary commercial schools for the art of sale, initiating military training for pupils in secondary education and governing evaluation and failing grades of pupils in the military stage.

The third part of the Year Book reviews the educational and psychological literature published in 1973, dividing it into three sections: one dealing with M.A. and ph.D. disserations, one reviewing articles published in this field and a third reviewing books dealing with education. The fourth and last part comprises daily notes on education.

AIMS OF EDUCATION

65. Abdul Mawgood, Mohamed Ezzat", The Technical Bases for Formulating Educational Targets" "Sahifat" Al-Tarbiyah" (The Magazine of Education), 27th Year, No.1, (February 1975), PP. 36-43.

An attempt is made in this article to show the importance of aims and define their position in the educational process. The writer begins his study with a talk on the yardsticks of behavioral targets, indicating the conditions which if fulfilled in an educational aim make it behavioural.

He reviewed the kinds and standards of educational aims, guided in his study by the Bloom classification which divided aims into perceptive, emotional and moter, all of which are illustrated in a chart, the writer enumerated ten behavioural targets and explained the skill represented in each.

As an exercise to teachers, he listed a number of targets which a teacher may find in the curriculum he teaches, and asked the teacher to indicate the kind and standard of the behaviour involved.

The writer concluded his article with an explanation of the consequences which would result from an obscure or ambiguous curriculum which tends to emphasize perceptives rather than educational, aesthetic or motor aspects of behaviour.

EDUCATION

66. Hussein, Mansour, "Education As A Popular Movement In An Educated Society", "Sahifat Al-Maktaba." 7th Year, No. 1 (January 1975) PP. 6 - 11.

In his introduction, the author stated that his aim is to throw light on the importance of self-education and the creation of an educated society where education is perpetual in order to underline the importance of the library and its role in an educational process undertaken outside the framework of the usual educational system.

After a discussion of the crisis of education in our present world, the writer described its features and reported the views of educators, youngmen, economists, sociologists and politicians in this regard. Later on he moved to a discussion of the development of education in conformity with the society's characteristics in order that its education would be tailored to suit the circumsteances in each society.

The writer pointed to the impact of population growth on reducing the efficiency of education at a time when knowlege is progressing. Explaining the concept of democracy in education, he indicated the significance of this method of education and emphasized the need for perpetual education.

He defined perpetual education, explained the requirements of this type of education and mentioned other synonyms of this idiomatic expression. He expounded on the educational policy based on this concept and explained the role of planning in realizing this type of education.

He concluded by singling out the importance of books and libraries in realizing perpetual education.

67. A.R.E. National Educational Research Center, Agency for Educational Documentation and Information, "Report on the Development of Education in the Arab Republic of Egypt during 1973/74-1974/75". Cairo, 1975. 51P.

(Also Published in English and French)

The Report began with a review of the legislations issued during the period 1973/74 through 1974/75 covering eight fields.

The first field reviewed the most important legislations issued dealing with educational administration. The second and third dealt with technical guidance, school curricula and plans. The fourth dealt with the legislations introducing changes in the system of education in the third year of general secondary education. It reviewed as well legislation amending the system of examinations for the general secondary certificate.

The Fifth and sixth fields are concerned with legislations establishing specialized technical schools and governing text books and educational facilities. The eighth reviews legislations which regulate the professional conditions of teachers.

The Report further deals with administration and finance. In the field of educational administration, it mentions the new step taken in this respect and the creation of the necessary administrations responsible for the educational process within the National Educational Research Centre.

After mentioning the authorities responsible for education in the Arab Republic of Egypt, the report turned to a discussion of educational planning and financing and reproduced a table demonstrating the budget for education during the last two years as compared to the state budget for services in 1972/73, 1973/74 and 1974/75.

Reviewing educational systems, the Report drew a general picture of the system of education prevailing in Egypt, illustrating and describing the various educational stages beginning with the kindergarten. It dealt with general education in all stages and mentioned the school subjects taught in each stage.

The Report then turned to higher and university education. It explained the systems of education in Al-Azhar, described the educational ladder in this type of education and listed the various kinds of schools supervised by the Ministry of Al-Azhar Affairs. It also referred to Al-Azhar institutes for teacher training and described their systems of education.

Al-Azhar institutes for Quraanic recitation were described along withtheir stages of education and education at the university of Al-Azhar, higher education, teachers, training and adult education. The Report also mentioned the new specific schools in the fields of general and vocational Education.

Other achievements realized during the period under discussion were also reviewed, including the new trends and important developments occurring in general and Azharite education, with reference to the significant educational problems.

Six tables were appended to the Report demonstrating the quantitative achievements made in general and Azharite education between 1973 and 1975 with commentary notes on each table.

68. Mehrez, Zeinab Mahmoud, "The Most Important New Trends of Education Introduced in the Arab Republic of Egypt during 1974/75." Cairo, Agency for Educational Documentation and Information, National Educational Research council, 1975, 10 stencil pages.

The ceaseless efforts exerted by the Arab Republic of Egypt to improve the conditions of education are related at the outset of this document which, later on, reviewed the most improtant novel trends introduced in Egyptian education during 1974/75, all arranged in the order of their inception. These trends fall in four subjects, the first dealing with the introduction of the high-level system in the general secondary examination certificate and the system of selectives which offer the pupil a chance to study certain subjects. The second deals with the re-introduction of the second session examination in primary education.

The third subject is concerned with the opening of classes for youngsters where they are taught by one single teacher, while the fourth deals with development trends in the secondary stage and the recommendations adopted by the joint committees formed to study this subject, these recommendations specify the strategy devised for reveiwing the existing system of education and a strategy for renovation and modernization. Each of these recommendations is discussed in detail.

69. Helmi, Mustafa Kamal, "Statement by the Minister of Education before the People's Assembly", Cairo, Ministry of Education, 1975.

In an address to the people's Assembly, the Minister of Education highlighted the features and phenomena which characterize our present world, showing their impact on education. He dealt with the most important phenomena resulting in a crisis in education and discussed educational development to conform with the characteristics of the society and our age. He talked on democracy in education and its concept, perpetual education and its meaning, education being linked to the environment, the teacher and how to train him and the educational ladder in Egypt.

He elaborated on the primary stage of education, maintaining the number of schools and pupils and the rate of absorption of pupils during the school year 1973/74 saying that the Ministry plans to absorb all pupils in compulsory age in 1975/76.

Dealing with the preparatory stage, the Minister indicated its duration and rate of absorption and spoke of the experiment of schools with eight classes, pointing to the effects which would be ensured as a result of full absorbtion in this stage.

The Minister went on to comment on the secondary stage with its various types, explaining both the general and technical secondary education and showing the steps taken by the Ministry to link technical education to the environment.

He dealt with the 5 - Year technical schools established by the Ministry, saying that the Ministry plans to establish more schools of this type. He outlined the Ministry's achievements in the field of private education and its attempts and experiments in adult education and literacy campaigns.

He also talked about the plans to establish schools with one or two classes, giving the basic rules for the creation of this type of schools.

He mentioned the measures taken by the Ministry to return life to education in the Suez Canal Governorates.

After reviewing the programmes and curricula and enumerating the Ministry's achievements in this respect, the Minister touched upon text books and discussed the manner in which they are compiled, printed and distributed.

The Minister later reviewed the Ministry's plans for preparing and training teachers over the forthcoming six years and explained the expedient measures taken by the Ministry to face the present shortage in teachers and to train science teachers.

Discussing school buildings and educational facilities, the Minister mentioned the achievements of the Ministry in this respect and said that some subjects are being discussed in collaboration with the National Educational Research Council in order to find proper solutions for them.

Concluding his address, the Minister mentioned the principles which serve as guidelines for the Ministry in its efforts to develop the educational process.

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70. Helmi, Mustafa Kamal, "Address by Minister on the Occasion of the First Anniversary of his Term of Office", Cairo, Cabinet of the Minister, Ministry of Education, 1975, 8p. (Stencil).

The address analyzed a variety of activities undertaken by the Ministry of Education in 1975, giving some suggestions as to the Ministry's future policies.

The address enumerated the fields in which the Ministry collaborated with the National Educational Council, the Syndicate of Educational professions, the people's Assembly's Educational Committee, the National Educational Research Center and the Ministry of Higher Education. It reviewed the steps taken towards the re-organization of the Ministry and the delegation of authorities.

Regarding the educational policy, the address reviewed a report on the development of Education in Egypt in the past, present and future and gave an account of the steps taken to provide pupils in primary schools with a proper meal and the progress made in developing one-term schools and in adopting new curricula.

As suggestions for the Ministry's future policy, the address underlined the importance of bolstering the National Educational Research Center and the Educational Documentation Center and the need for taking advantage of the efforts made by international organizations. It further stressed the need for pursuing a strategy of renovation and modernization and the need for creating a Central Agency for Text Books in order that positive contribution could be made to put out text books with new contents.

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71. Mehrez Zeinab Mahmoud, "The Role of Education and Upbringing in Economic and Social Development," Cairo, Agency For Educational Documentation and Information, National Educational Research Center (1975) 9P. (stencil).

This document Falls into two parts; the first part deals with the role of education and upbringing in the economic development, and discusses this subject from a number of points. It refers to the role of education and upbrining in the making of humanity, the role of humanity in development and the impact of colonialism thereon. It also explains the role of education and upbringing in the economic development, pointing to the duty of the state in this respect. The document further reviews the requirements for economic development, indicating the needs by education and upbrining to realize this development.

The second part is devoted to the role of both education and upbrining in social development. It refers to the role which governments should play in respect of this development, difficulties and obstacles faced by developing countries in the field of education and upbringing and duties of developing governments in achieving their economic and social development through education and upbringing are also explained.

72. Aziz, Wassef, "Technology of Education and its Role in the Rehabilitation of Sinai and Suez Canal Towns" "Sahifat Al-Tarbiyah", (The Magazine of Education), 27th Year, No.2, (April 1975): PP, 52 - 60.

At the begining of his article, the writer distingnished between old, modern and more modern educational facilities, explaining the educational aim sought through the use of such educational facilities.

Giving his own vision of the characteristics of future education in Sinai and the Suez Canal, the writer referred to the major problems which must be overcome.

The writer went on to talk on what could be achieved through the technology of education and re-habilitation, indicating its importance in speeding up development, sharing in experience, saving time and overcoming distances, maintaining a flexible educational organization, ensuring attractive and exciting programmes and cutting down expenses.

After advancing his own suggestions about the projects of modern educational facilities the writer explained the role they could play in enhancing the efficiency of higher education in Sinai and Suez Canal towns.

His suggestions revolve around the posibility of completing higher studies by correspondence, utilizing educational films on a special TV channel for educational programmes, utilizing a closed TV circuit in education and, finally, applying programmed education in the university.

ECONOMICS OF EDUCATION

73. Seif, Na'imah Sa'id, "Economic Concepts in Education", "Sahifat Al-Maktabah", (The Library Journal), 7th Year, No. 1, (January 1975), PP. 75-85

The article began with an explanation of the reasons which gave rise to a study in the field of educational economics and planning, then showed the relationship between investment and education and the aims of investment in education.

An expose was given of the views held by economists on this subject as early as the begining of this century, indicating how these views developed with the increasing need for training. Examples were cited to substantiate the view that teaching and organized knowledge could be regarded as an investment directed at obtaining gains.

The article analysed the economic value of education showing how education contributes towards economic growth and indicating the relationship between such growth and the rising of internal efficiency of schools and faculties.

It also analyzed the economic facets of educational institutions and organizations, illustrating the role of educational, commercial and industrial institution in vocational training so that each of these institutions would complement the other in the training of individuals.

EDUCATION AND TECHNOLOGY

74. Ahmed, Mahasin Mahmoud Reda, "The Role of Educational Technology in the Advancement of Developing Countries, "Sahifat Al-Tarbiyah" (The Magazine of Education) 27th Year, No. 1 (February 1975), PP. 8 - 17.

In a previous article published in the preceding November 1974 issue of this periodical, the writer discussed the meaning of educational technology. This new article is a continuation of the previous article, but it deals with the need for educational technology and reveiws the common problems shared by the systems of education in developing countries despite their different social systems. The writer went on to show the significance of educational planning and needs as well as the educational requirement which should be taken into consideration at the time of formulating long-term plans for economic progress in developing countries.

The writer hailed the educational establishment which existed side by side with schools, such as the industrial, agricultural and commercial establishments, as they undertook specific vocational training programs.

She underlined the importance of defining the targets of any educational system at the time of planning the state's integrated system of education, with a clear indication as to its implementation.

After enumerating the facilitis of educational technology made possible by the technological advancement the writer divided these facilities into two categories simple and electronic.

She explained how these facilities are utilized, then concluded her article with a commentary on the methods of developing the educational systems through adopting educational technology.

EDUCATION AND SOCIETY

75. Mehrez, Zeinab Mahmoud, "Education and the Environment", Cairo, 1975, 12 typewritten pages.

After defining the concept of education and explaining its role and relationship to the development of the community's potential and in bringing about an overall development of the individual in terms of enhancing his abilities and aptitudes and utilizing his capabilities for the best interest and advantage of the community, the document stressed the importance of studying the enironment as well as its components in order that it could be utilized in all stages of education. The document also underlined the need for setting clean targets linked to the targets of the community and laying down educational systems and plans which being most appropriate, should be adopted.

The document further dealt with curricula and called for a new curricula based on a thorough understanding of the environment, explaining that the environment should enjoy a leading position among the various subjects of education, practical activities and educational aids.

Having reviewed the various educational facilities and pointed to their role in developing the environment, the document concluded by reviewing the role of the environment in its turn in developing education through the integrated collaboration of the various organizations in the community.

76. Sultan, Mahmoud El Sayyed, "Studies in Education and Society," Cairo, Dar El-Maaref, 1975, Vo 1.1, 339 P.

In his introduction, the writer dealt with the numerous attempts made by Egypt as early as the beginning of the Nineteenth Century and as late as the October 1973 war for modernization. He explained what is meant by " modernization" then summarized the contents of his book, spread out in chapters.

The first chapter is an introduction to the study of society and the place occupied by education in it. Chapter 2 deals with education as a social function, while the third chapter is devoted to the general features of the Egyptian contemporary society and its educational requirements. Chapter 4 is concerned with Egyptian Education, while the fifth chapter is on the strategy of education in the process to modernize the Egyptian society.

Chapter 6 and 7 are devoted to the problems of administration and population and their educational significance, while chapter 8 deals with the obstacles hindering economic and social development and the role of education in this respect.

The ninth chapter discussed the role of education in facing the problems of Egyptian culture. The tenth and last chapter revolves around the educated society and the role of education in confronting problems of eradicating illiteracy.

A list of bibliographical references on the subject in Arabic and foreign language is appended to the book.

EDUCATIONAL MANUALS

77. A.R.E., Ministry of Education, "Teachers Manual for Schools with One or Two Classes", compiled by a Committee of Experts under the supervision of the Directorate-General for Primary Education, Cairo, 1975, 251P. (stencil).

Following an introduction explaining the purpose of compiling this manual six chapters are given.

The First chapter deals with the concept of schools with one single class their purposes, the role played by the Ministry of Education, the Directorates and Administrations of Education in these schools and the methods applied to them.

Chapter two constitutes a teacher's manual for teaching religion giving the aims and methods for this type of education.

The third chapter is a teacher's guide to Arabic teaching, This chapter is divided into series, each explaining one method of teaching.

Chapter 4 comprises a teacher's manual for teaching civics, giving an explanation of the general objectives of the curricula. The material in this chapter is, likewise, divided into series, each containing directives for teaching the respective subjects of the series.

The Fifth Chapter deals with the teaching of sciences and hygiene and explains the several aims for teaching such subjects. The courses of study are divided into three series, each demonstrating the method for teaching the respective subject.

The sixth and last Chapter is devoted to arithmetics and geometrical principles and is divided into three series, each demonstrating the curricula and teaching method.

EDUCATIONAL ORGANIZATIONS AND BODIES

78. A.R.E., The Presidency, National Council for Education, Scientific Research and Technology. "Report Submitted to the President of the Republic on the Council's Activities during its Second Session of October 1974-July 1975". Cairo, 1975. 107P.

This Report is divided into three chapters. Chapter 1 is an introduction which reviews certain principles and consideration of a general nature.

Chapter 2 reports on the activities of sub-committees, the questions which concern each sector and the recommendations adopted by the Council in this respect.

A review is made of the activities of the Sub-Committee for Literacy and Adult Education which deals with the subject of illiteracy among youngsters who have missed the opportunity of schooling. The national plan for eradicating illiteracy is also reviewed. The activities of the Sub-Committee on General Education and Training were outlined, with an emphasis on the need for facilities which help in perfecting educational performance in primary schools, examination systems and foreign language teaching. The means for promoting languages in general education were also reviewed.

Likewise, the activities of the Sub-Committee on University and Higher Education were outlined, dealing with the status of higher institutes and the plans contemplated to transform these institutes into faculties annexed to the university. The Sub-Committee also dealt with the present status of faculties of education and teacher training colleges and the application of the system of curricula in universities and also dealt with the need for caring for Egyptian schools abroad.

In relating the activities of the Sub-Committee for Scientific Research and Technology, the Report pointed out the obstacles to scientific research and suggested means for overcoming them.

While reviewing the activities of the Sub-Committee on Education and Manpower Planning, the Report referred to the problem of pupils who are either ineligible or who sneak away from school in the primary and preparatory stages and who need to complete their education and training.

The third chapter of the Report is devoted to the council's future activities on fields and priorities of study.

A supplement is attached to the Report giving the formation of the various Committees of the Council..

V. STATISTICS

V. 1. EDUCATIONAL

79. A.R.E., Ministry of Education, General Administration for Statistics and Computers. "Stationary *Statistics of personnel in Technical Education and Teacher Training Colleges (asat November 14, 1974); Directors-Headmasters-Deputy Headmasters-Senior Teachers-Teachers-Other Employees-Workers*", Cairo, 1975. 39p. (Statistical Bulletin No. 15),

This Bulletin contains 26 statistical tables on the entire personnel engaged in the field of technical education and teacher training colleges per each governorate in Egypt.

The tables give cumulative statistics on secondary technical education and teacher training colleges, the teaching staff and other employees and workers in secondary industrial education, distribution of teachers according to cultural subjects in the same education, statistics on other employees according to the other jobs in secondary industrial education, distribution of the qualifications of senior teachers and instructors according to the efficiency level in the same education, distribution of teachers according to school subjects in technical industrial education, distribution of other employees according to jobs in technical industrial education, distribution of instructors according to efficiency level in technical industrial education, statistics on the teaching staff, other employees and workers in secondary agricultural education, distribution of senior teachers and instructors according to efficiency in secondary agricultural education, statistics on other employees according to jobs in the same education, distribution of senior teachers and instructors according to levels of efficiency in secondary industrial education and teaching staff, employees and workers in secondary commercial education in all Educational Directorates.

The 14th Table contains data on governmental and free private education, while table 15 to 26 contain statistics on the distribution of teachers according to cultural subjects in secondary commercial education in all Directorates, statistics on governmental and private education (free and with tuition fees). statistics on members of the teaching staff and other employees and workers in private secondary commercial schools charging tuition fees, statistics on other employees according to jobs as well as workers in secondary commercial schools in all Directorates, free governmental and private education, private education charging tuition fees, statistics on members of the teaching staff and other employees and workers in teacher training colleges for men and women, distribution of teachers according to school subjects in teacher training colleges for men and women and distribution of employees according to jobs as well as workers in teacher training colleges for men and women.

The last table shows the distribution of teachers according to efficiency levels in teacher training colleges for men and women.

80. A.R.E., Ministry of Education, General Administration for Statistics and Computers, "Stationary Statistics of the Personnel in the Preparatory Stage as at November 14, 1974. Headmasters, Deputy Headmasters, Senior Teachers and Teachers; Other Employees and Workers". Cairo, 1975, 17 p. (Statistical Bulletin No. 14).

The Bulletin contains statistics on the personnel engaged in the preparatory stage, divided into ten tables.

The first table presents cumulative statistics about the teaching body, employees and workers engaged in the general preparatory education and in private and vocational schools.

Table 2 gives statistics on the teaching body, employees and workers engaged in general preparatory education (governmental, free and with tuition fees) in all Educational Directorates throughout the Governorates.

Table 3 is devoted to statistics on governmental and free private schools in the preparatory stage in all Educational Directorates throughout the Governorates.

Cumulative statistics on senior teachers and teachers in general preparatory education (governmental and free private schools) divided according to subjects and academic qualifications are given in Table 4.

The Fifth table gives the same particulars mentioned earlier with respect to private general preparatory schools with tuition fees.

Table 6 shows statistics of senior teachers and teachers in general preparatory education distributed according to school subjects (in governmental and free private schools);

The same above information about preparatory education is given with respect to private schools with tuition fees in Table 7.

The eighth table deals with similar subjects with respect to governmental and private education (free and with tuition fees).

Table 9 contains statistics on employees other than teachers and workers who are engaged in general preparatory education (governmental, free private and with tuition fees).

The tenth and last table gives similar information with respect to free governmental and private schools only.

81. A.R.E., Ministry of Education, General Administration for Statistics and Computers, "Stationary Statistics on the general Secondary Education Stage for the School Year 1974/75 as at November 14 1974 (Schools, sections, classrooms and pupils)", Cairo, 1975, 22p. (Statistical Bulletin No. 10).

This document contains nine tables on general secondary education in the various Educational Directorates.

The first table gives cumulative figures of general secondary education, distributed according to Directorates.

Table 2 is devoted to the distribution of the gross figures of general secondary education with all its affiliates on the respective Directorates of Education.

The third table contains statistics only on Governmental general secondary education, while the fourth table reviews figures of private and free education.

Table 5 gives statistics on governmental, private and free education, while the sixth table contains statistics on unsubsidized education.

The seventh table is concerned with service classes while the eighth table gives statistics on education in foreign language schools (following the Egyptian curriculum). The ninth table contains statistics on unsubsidized general secondary education, service classes and language schools.

In each of these tables, due consideration is given to distribute statistics among the various Educational Directorates and to indicate the number of schools in each Directorate, the number of sections, new pupils admitted in the First Year including girls, total pupils admitted and total classrooms divided according to sex.
The tables also contain statistics on each respective year of study, indicating the number of classes in each year and the number of pupils in each respective class.

82. A.R.E., Ministry of Education, General Administration for Statistics and Computers, "Stationary Statistics on the Technical Secondary Education and Teachers Training Colleges for Men and Women as at November 14, 1974 (Schools, annexed sections, classrooms, pupils)", Cairo, 1975, 28p. (Statistical Bulletin, No. 11).

This document comprises twelve tables on secondary technical education and teachers training colleges for men and women.

Table one gives cumulative statistics on technical education and teachers training colleges for men and women in the Arab Republic of Egypt.

The second table demonstrates the gross figures of education in secondary governmental industrial schools, divided between girls and,boy Table 3 contains stains statistics on secondary governmental industrial education for men, while Table 4 gives statistics of secondary governmental industrial education for women.

The fifth table shows statistics on secondary technical industrial education (5-year system and complementary studies for graduates of secondary industrial school), while the sixth table deals with secondary agricultural education.

Table 7 is devoted to commercial education in all its affilliations, while the eighth table gives cumulative statistics on secondary commercial education, whether governmental or private or free.

Table 9 contains statistics on private commercial education with tuition fees, while the tenth table deals with nonsubsidized private commercial education.

The eleventh table carries statistics on the service classes in commercial education, while the twelfth table shows statistics on teacher training colleges for men and women.

83. A.R.E., Ministry of Education, General Administration for Statistice and Computers, "Statistical Study of Admission in the Various Stages of Education in the School year 1974/75"; Cairo, 1975. 14p. (Statistical Bulletin, No. 12)

This document, which is divided into a number of sections, deals with education in each particular stage.

The first section, devoted to admission in primary education, contains three tables: Table 1 deals with new pupils admitted in primary education and their proportion to pupils of compulsory age distributed according to various school affiliations.

Table 2 deals with the number of pupils of compulsory age who have been absorbed in all primary education affiliates, distributed according to the different Educational Directorates.

Table 3 shows the number of new pupils admitted in primary education and their proportion to pupils of compulsory age, distributed according to sex and Educational Directorates.

The second section deals with admission in preparatory education as illustrated in three tables. The first table demonstrates the number of pupils admitted in preparatory education during 1974/75 and their proportion to pupils enrolled in the sixth year and obtaining their primary certificate in 1973/74, all figures distributed according to school affiliation. Table 2 deals with new pupils admitted in the preparatory education in

1974/75, showing their number and proportion to pupils in the sixth year who had obtained their primary certificate in 1973/74, all statistics distributed according to the respective Educational Directorates. The last table in this section gives the number and proportion of new pupils, girls and boys admitted in this stage compared to pupils obtaining the primary certificate in each respective Educational Directorate.

The third section of this study begins with a review of the status of admission in secondary education and equal levels. It, in turn, contains three tables, the first of which gives the number of new pupils admitted in general secondary and technical education and in teachers training colleges for men and women in 1974/75 and their proportion to those obtaining their preparatory certificate in 1973/74. Table 2 deals with new pupils admitted in general secondary education schools and equal levels in the various Educational Directorates during the same year, together with their proportion to pupils obtaining their preparatory certificate.

The third table shows the number of new pupils in general secondary education and their proportion to pupils obtaining the preparatory certificate in the various Educational Directorates.

84. A.R.E., Ministry of Education, Directorate-General for Statistics and Computers, "Examination Results and Trends of Graduates during 1968/69 through 1970/71", Cairo, 1975. 17p.

Following an introduction, the book reviewed the results of examinations and the trends of graduates during 1968/69 through 1970/71, giving statistical tables which comprise three chapters.

The first Chapter dealt with the aggregate results of public certificate examinations in general.

Chapter two analysed examination results in the various Educational Directorates, showing the results of primary, preparatory and general, agricultural, industrial and commercial secondary certificate examinations in the period under discussion per each Educational Directorate.

The tables also showed the number of pupils sitting for examination and the percentage of successful pupils in relation to the total number of pupils and the number of those who sat for the examinations.

The third Chapter consists of statistical tables indicating the trends of pupils moving from the primary to the preparatory stage, from the preparatory to the secondary stage and from the secondary stage to universities and institutes.

85. A.R.E., Ministry of Education, General Administration for Statistics and Computers, *"Circular on the Status of Admission and Enrolment in Governmental, Private and Free Schools as at the End of the Second Week of the Scholastic Year 1974/75."* Cairo, 1975. 11 tables in stencil (Statistical Bulletin, No. 5).

The tables contained in this circular showed the number of newly admitted pupils in the various types of educational stages, the number of schools, annexed divisions and classrooms in the general primary education, the number of pupils enrolled in general primary education, the number of schools, annexed divisions, classrooms and pupils in both general preparatory and general Secondary education, the number of pupils enrolled in secondary education, the number of schools, classrooms and pupils in industrial and agricultural education, the number of schools, annexed divisions and classrooms in secondarycommercial education, the number of institutes annexed division and classrooms in teacher's training colleges and, lastly, the number of students enrolled in teacher's training colleges for men and women.

See also : 25, 26

V. 2. EXAMINATIONS

86. A.R.E., Ministry of Education, General Administration for Statitics and Computers, "Global Results of Public Certificate Examinations During 1974/75 "Cairo, 1975, 3p. (Stencil).

This document is divided into three parts.
Part 1 gives statistics on the results of examination in both the literary and scientific branches of the general secondary certificate, preparatory certificate and the first session examination of the primary Certificate. It also includes results of diploma examinations of industrial, agricultural and commercial Secondary schools.

Tables of each certificate show the number of boys applying to and sitting for examinations and the number and percentage of successful pupils,

Part 2 includes the examination results of teacher college diplomas for men and women (first session) in each respective field of specialization, including the results of the sessions of arts, sciences, physical education, technical education, musical education, nurseries and the result of the general branch.

It also contains the gross figures of examination in the preceding table which are also given in this table.

The third part contains the examination result of the teachers colleges for men and women diploma (second session), giving the same above particulars next to the result of each branch.

87. A.R.E., Ministry of Education. General Administration for Statistics and Computers. "Results of the Final Examinations for General and Technical Secondary Education Certificates and Teacher Training Diplomas (For Men and Women)" Cairo, 1975, 14p. (Statistical Bulletin No. 4).

The bulletin contains thirteen statistical tables, of which tables 1 and 2 show the overall examination results of the general secondary certificate (Literary Branch-One year and 3-year systems) arranged according to affiliation and to the respective Educational directorates.

The following two tables show the total examination results of the general secondary certificate (Scientific Branch - one year and 3-year systems) arranged according to affiliation and Educational Directorate.

Table 5 shows the total examination results of technical school diplomas, which include results of industrial school diplomas for boys and girls, agricultural school diplomas and diplomas for commercial schools.

Tables 6 and 7 show the examination results of industrial secondary schools for boys and girls arranged according to affiliation and Educational Directorates.

The next two tables show the total examination results of the diploma for agricultural and commercial schools divided according to Educational Directorates, while the tenth table shows the results of diploma examinations in industrial secondary schools for men and women in the first and second sessions of examination arranged according to the type of education.

The last two tables show result of diploma examinations in teacher training colleges for men and women in the first and second sessions of examination in the regular, home and rehabilitation education, all arranged according to Educational Directorates.

88. A.R.E., Ministry of Education, General Administration for Statistics and Computers, "Result of Primary Education Certificate Examination : First and Second Sessions", Cairo, 1975, 5p. (Statistical Bulletin No. 2).

This Bulletin contains four statistical tables. Table 1 gives the gross figures of the result of primary Education Certificate examination in the first and second sessions, during 1974/75. It shows the number of pupils sitting for examination in each respective session and the percentage of successful pupils divided by sex and by educational affiliation.

A review is also given of the cumulative percentage of successful pupils.

The second table is concerned with the result of Primary Education Certificate examination for boys in the first and second sessions in each Educational Directorate.

Table 3 gives the examination results of girls. The **fourth** table gives the examination results of both boys and girls in the first and second sessions according to each respective Directorate.

89. A.R.E., Ministry of Education. General Administration for Statistics And Computers, "Result of the General Preparatory Certificate Examinations during 1974/75". Cairo, 1975, 5 p. (Statistical Bulletin, No. 3).

Four statistical tables are contained in this Bulletin. The first table shows the over-all result of general Preparatory Certificate Examination in 1974/75 divided according to sex and educational affiliations.

Table 2 shows the total number of pupils applying, sitting for and succeeding in the examination together with the percentage of successful pupils.

The third table shows the results of girl students in each respective Educational Directorate, with an indication of the percentage of successful **girls.**

Table 4 gives th combined examination results of boys and girls according to each Directorate.

V. 3. LIBRARIES

90. A.R.E., Ministry of Education, General Administration for Statistics and Computers, "About School Libraries in Educational Stages (to the exclusion of the primary stage, Class Libraries and Model Libraries for Children in Primary Education in Respect of Governmental, Private and Free Education as at November 15, 1974". Cairo 1975, 15p. (Stencil).

Ten statistical tables are contained in this bulletin the first of which is divided into three sections; section 1 shows the status of libraries in governmental preparatory, general secondary and technical and industrial secondary schools and teacher training colleges for men and women.

The second section deals with the status of libraries in three-private schools of general preparatory, general secondary and commercial secondary education.

Section 3 shows the gross figures of school libraries in free governmental and private schools giving the number of school buildings next to each stage or type of school, and mentioning the number of library halls and librarians in each, the number of schools containing libraries and those which have no libraries and the percentage of each.

The next five tables show the status of school libraries, free governmental and private general secondary schools, governmental industrial schools or free governmental agricultural and commercial schools in each respective Educational Directorate mentioning the same details as are given in the preceding table.

The seventh table shows the status of school libraries in teacher training colleges for men and women in each Directorate while the eighth and ninth tables show the status of school libraries in free governmental and private general preparatory schools in each Directorate.

The tenth table demonstrates the number of model libraries for children in free governmental and private primary schools in each Directorate.

VI. CURRICULA AND TEACHING

VI. 1. CURRICULA

91. Samaan, Wahib, "Studies in Curricula, "by Wahib Samaan and Rushdi Labib, 4th ed., Cairo, the Anglo-Egyptian Bookshop, 1975. 454p.

The introduction of the book sets forth the reasons why a reconsideration of the school curricula in the Arab Republic of Egypt is called for.

The text of the book follows, consisting of five chapters. The first chapter reviews the curricula's development from old age down to our present day. Chapter 2 discusses the social, psychological and philosophical bases for curricula, while the third chapter deals with the organization of curricula, explaining how they are planned and discussing the various views in this connection. The writer reviews the various types of curricula organization and critically discussed them in the light of the new developments in the field of curricula.

An attempt is made in the fourth chapter to evaluate the curricula and to underline its importance, bases, methods, planning and means. In this Chapter, Egyptian curricula were subjected to a critical study in the light of the various principles presented in this book.

The last Chapter contains a comparative study of the curricula in both the Soviet Union and the United States of America.

VI. 2. EVALUATION

92. Farid, Zeinab Mohamed, "Spheres or Scopes of Educational Evaluation; Evaluation of the Curriculum and Text Book"*Sahifat Al-Tarbiyah*" (The Magazine of Education"), 27th year No. 1, (February 1975), pp. 54-57.

This article, which deals with the evaluation of the curriculum and text books, is the second in a series written by the same author on the spheres of educational evaluation and assessment.

The writer started with a discussion of curricula evaluation, indicating the factors which should be taken into consideration in order to determine the extent to which the curricula conform with the targets sought by the educational process. She enumerated the educational objectives which could be achieved by means of the curriculum.

The second part of the article deals with evaluation of text books and shows its importance as well as the bases for such evaluation. According to the writer, evaluation should rest on a socio-cultural basis, an educational philosophical basis and, lastly, a psychological basis.

The writer said that text books should come as close as possible to these bases in order to ensure a higher educational value and to attain the targets sought by modern education.

VI. 3. Teaching

HISTORY

93. Al-Lakani, Ahmed Hussein, "The Scientific and Functional Approach to the Teaching of History", "Sahifat Al-Tarbiyah", (The Magazine of Education), 27th year No. 1, (February 1975), pp. 44-53.

Having emphasized the importance of history at the beginning of his article, the writer went on to define history and the subjects with which it is concerned.

He said that sciences are divided into social sciences (where history belongs) and natural sciences, explaining the bases on which this division is made.

The writer related the factors which connect or separate the scientific approach and the historical approach, explaining, later in his article, the difference between history as a social science and history as a science subject, in other words, between history as a science and as a school subject. He mentioned the aims which should be sought from teaching history as a school subject

Concluding his article, the writer said that the teaching of history rests on a scientific axis and a functional axis which lead to the attainment of these aims. He then explained the meaning of each axis, the aims sought from its adoption and the factors involved in the teaching of both.

FRENCH LANGUAGE

94. El-Wakil, Helmi Ahmed, "Development of French Language Curricula and Text Books in the Arab Republic of Egypt" "Sahifat Al-Tarbiyah", (The Magazine of Education), 27th year, No. 1, (1975), pp. 18-25.

Following an introduction on the need for developing curricula and the justifications calling for such development, the writer enumerated the reasons for developing education of foreign languages in Egypt.

The writer then reviewed the developments undergone by the French language in Egypt, showing the steps taken in respect of writing and trying text books, explaining the relationship between this trial on the one hand and the material of the book, the method of teaching, the up-to-date teaching aids, the standard of teachers, the syllabus and the solution of problems on the other hand.

He went on to say that the Ministry should be prepared both materially and humanly to teach these books before any arrangements are made to generalize them. This led the writer to discuss problems of generalization, follow-up and evaluation.

Concluding his article, the writer outlined some suggestions and recommendations for the development of French language curricula and text books.

ARABIC LANGUAGE

95. Samek, Mohamed Saleh, "The Art of Teaching Arabic, Its Behavioral Impressions and Practical Patterns", Cairo, the Anglo-Egyptian Bookshop, 1975. 975 p.

In the introduction to his book, the author emphasized the importance that each teacher should adopt for himself a method which would lead him to attain his lofty objectives. Explaining why he wrote this book, the writer said he intended it to be a help to teachers in making a successful career rather than imposing restrictions upon teachers. He added that his book encompasses everything that relates to the Arabic language whether from a theoretical and academic point of view or from a practical and applied aspect.

The material of the book is distributed over sixteen chapters comprising two parts.

Part 1, which is concerned with the theoretical and academic side of the study, consists of thirteen chapters which discuss the language, its significance and curricula in the various stages of education, reading and its function in the life of the individual and the society and the school and class libraries and their importance in stimulating readership.

The author further dealt with composition, dictation, calligraphy, newspapers, fiction, literature, grammar and vocabulary, giving the reason for teaching each subject and indicating the position of each, the methods of teaching each subject and how it relates to other branches of the language.

The author went on to discuss private initiative, showing its importance and indicating the manner in which school groups are organized and educational aids are utilized.

The rest of the chapters are contained in the second part of the book which represents the practical and behavioral part.

Chapter 14 deals with subjects of general nature centering around the basic principles for theaching methods, the characteristics and requirements of successful teaching methods, the kinds of questions and how they are formulated and the manner in which these questions are answered. The sixteenth and last chapter consists of an index.

96. Ibrahim, Abdul Alim, "A Technical Guide to Arabic Language Teacher" 8th edition, Cairo, Dar Al-Maaref, 1975. 464 p. (methods of teaching).

The author of this book distributed his material over 18 chapters. Chapter 1 deals with teaching, indicating where it stands vis-a-vis science and art, and the characteristics of the art of teaching.

Chapter 2, which deals with the teaching of languages, shows the significance and function of the language, the elements of linguistic communication, the branches of language and the relation between language and other school subjects, chapters 3, 4, 5 and 6 are devoted to reading, expression dictation and grammar, showing the development of each of these branches. their function, methods of teaching and relation to other branches.

The seventh chapter is concerned with the teaching of literary material, such as songs, recitatien and linguistics.

Chapter 8 deals with religious education and shows the function of religion in the life of the individual and the society, the position of religious education and the methods of teaching religion in primary, preparatory and secondary schools.

Chapters 9 and 10 are concerned with Arabic calligraphy and fiction as they pertain to the field of education.

The eleventh chapter relates some educational experiments and describes the various methods of teaching Arabic as an integrated unit.

Chapters 12 and 13 deal with school activities in the field of linguistics and religion.

Chapter 14 is confined to a study of the role of the Arabic language in the teaching of civics.

The fifteenth chapter is devoted by the author to a discussion of the role of questions and answers in the teaching of Arabic.

Chapter 16 lists educational aids utilized in teaching Arabic and stresses the value of the usual instructions for their utilization.

The senior teacher is the topic discussed in the seventeenth chapter. The writer points to the importance of his presence in school and mentions the methods by which he is selected and the administrative and technical duties assigned to him.

The eighteenth and last chapter gives some questions on systems of Arabic teaching to serve as a guide to students in teaching training institutes and faculties of education.

COMMERCIAL SUBJECTS

97. Ali, Ali Ahmed, "Methods and problems of Teaching Commercial Subjects", Cairo, Ain Shams Bookshop, 1975. 283p.

In his introduction, the author explains that the reason for writing this book is the fact that teaching of commercial subjects in Egyptian schools has suffered a setback as a result of the teaching problems of these subjects if compared with other subjects.

The material of the book is distributed over three parts. The first deals with the general principles and bases for teaching, with an explanation of the role of the teacher in this process and the manner in which lessons are prepared and given as well as the role of educational aids in commercial teaching. This part also deals with the manner in which courses are given and with examinations.

The second part of the book deals with the methods and problems of teaching commercial subjects, particularly sybjects like secretariat, management, financial mathematics, commercial accounts and statistics, auditing, distribution and circulation of commodities and the commercial Code.

In the third part, the author tackles the most important subjects and questions connected with the teaching of commercial matters.

See also : 19 through 24, 32, 33.

VII. TEACHERS

98. Radwan, Abul Fettouh, "The Teacher's Role in Cultural Leadership", "The Year Book of Education and Psychology", Cairo, Dar Al-Thaqafah for printing and publication 1975, pp. 1 - 36.

The article began with an introduction on the concept of leadership and the need for it, indicating the role of cooperation and guidance in this respect. The writer signified the role of the teacher and the importance of leadership, stressing the need for teachers to act as leaders.

The attitude of modern society towards the teacher's leadership is explained giving a description of the functions of a leader, the role of leadership and the fields in which the teacher exercises his leadership.

In this connection, the writer expounded on the role of the teacher as a leader for his pupils, a leader in the profession, a leader in the community and a leader in nationalism. In dealing with the training of leaders, the writer listed the characteristics required in training programmes. He explained the limits of a teacher's leadership and concentrated, in this regard, on the need for dedication to the society's values, policies, trends and objectives.

The last part of the article dealt with some concepts of leadership and the skills required. The writer indicated the type of leadership undertaken by the teacher, the attitude of the teacher towards the transitional nature of leadership and the limits of his leadership.

PREPARATION

99. Qotb, Youssef Salahuddin, "A Plan for Studying the Policy of Teacher Preparation; Editorial", "Sahifat Al-Tarbiyah", (The Magazine of Education), 27th year No. 1, (February 1975), pp. 3-7.

In his introductory note, the writer outlined the reasons which prompted the National Council for Education, Scientific Research and Technology to treat teacher training as a matter deserving priority of study.

After indicating the relationship between educational reform and development on the one side and teacher preparation and training on the other, the writer mentioned that there were certain domains which could constitute a general integrated policy for teacher preparation in Egypt.

Special emphasis in this respect is put on investigating the present status regarding teacher preparation policy and the problems emanating as a result of this policy. The writer called for an investigation of the studies, research and recommendations available, whether on a loca or an international level, regarding the development of teacher preparation policy.

The writer then defined the general theory of teacher training programmes in Egypt and described the methods of training, follow-up measures, on-the-job training, preparation for specialized and supervisory jobs and, lastly, the manner in which the teacher's position in the society and the teacher's position could be enhanced.

See also : 18

VIII. ERADICATION OF ILLITERACY

100. El-Erian, Abdullah Fikri, "Programmed Education, An Experiment for Eradicating Illiteracy", Sirs-El-Layyan, International Center for vocational Education of Adults in the the Arab world, 1975. 6p. (stencil)

This document, which sums up the experience of the author in preparing an educational programme based on the theory of programmed education, shows how this type of programmed education was utilized in the author's experiment to fight illiteracy and the adult peasants in the village of Sirs-El-Layyan.

The document begins with a general review of the problem of illiteracy, so widespread in the Arab world, and enumerates the attempts to stem its tide from its sources. It underlines, in conclusion, the importance of applying programmed education in fighting illiteracy.

The document describes the principles adopted in preparing the programmed lessons, in composing their framework and in analysing and evaluating their results.

101. Kamel, Ezzeddin, "The Road to Eradicating Illiteracy among Peasants", Cairo, Council for Rural Information, 1975. 65p.

In its introduction, the book commented on the overall revolution in educational systems advocated by the October Paper and dealt with the problem of illiteracy, showing how it started, who was responsible for its spread among the popular classes and what direction it now takes, all supported with the necessary statistical data.

After mentioning the rate of illiteracy, the attitude of women in this respect and the effect of this illiteracy on impeding production, the book talked about the need for combatting illiteracy if production is to be increaced citing as examples the case of Japan, Cuba and the Soviet Union.

The writer reviewed the experiments of Egypt in combatting illiteracy, mentioning the experiment undertaken by two young men in El-Tahereh village, Minya Governorate, the experiment carried out by the Socialist Union in Behiera Governorate and the experiment in which the Council for Rural Information utillized the media of the Radio and Television. He turned to an evaluation of the vocational programme for eradicating illiteracy through the television and reviewed the vital provisions of the Literary Law No. 67 of 1970 quoting the fundamental criticism to which it was exposed at the time of debating it.

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